

a handbook to accompany

THE NEW HOME ECONOMICS CURRICULUM

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F O R E W O R D

This handbook has been prepared under the general guidance of the Secondary Home Economics Curriculum Committee. I am grateful to the members of the committee and to others for their contribution and interest.

Setting the stage for quality instruction in content, processes in teaching, and facilities is the vital task of the teacher. I hope this handbook will be of help and inspiration.

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Education Consultant in Home Economics

Province of Alberta
Department of Education
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P R E F A C E

There is evidence accumulated that informs us that much of the effort in the production of new curricula has relatively little impact on the daily routine of the classroom. Among the reasons selected is the lack of communication between curricular designers and the actual classroom teachers. It was for this specific reason that the idea of a handbook to accompany the New Home Economics Curriculum was conceived. The pages that follow, therefore, attempt to give guidance both to the experienced Home Economics teacher and the student teacher in training. It will act, it is hoped, as an idea centre to generate creative and individualistic teacher learnings and experiences for the educational benefit of the student.

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The three ad hoc curriculum committees for their equipment lists

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CHAPTER ONE

HOME ECONOMICS EDUCATION IN THE SECONDARY SCHOOLS OF ALBERTA

To get an overall view of Home Economics in Alberta Secondary Schools, it is necessary to answer these analytical questions:

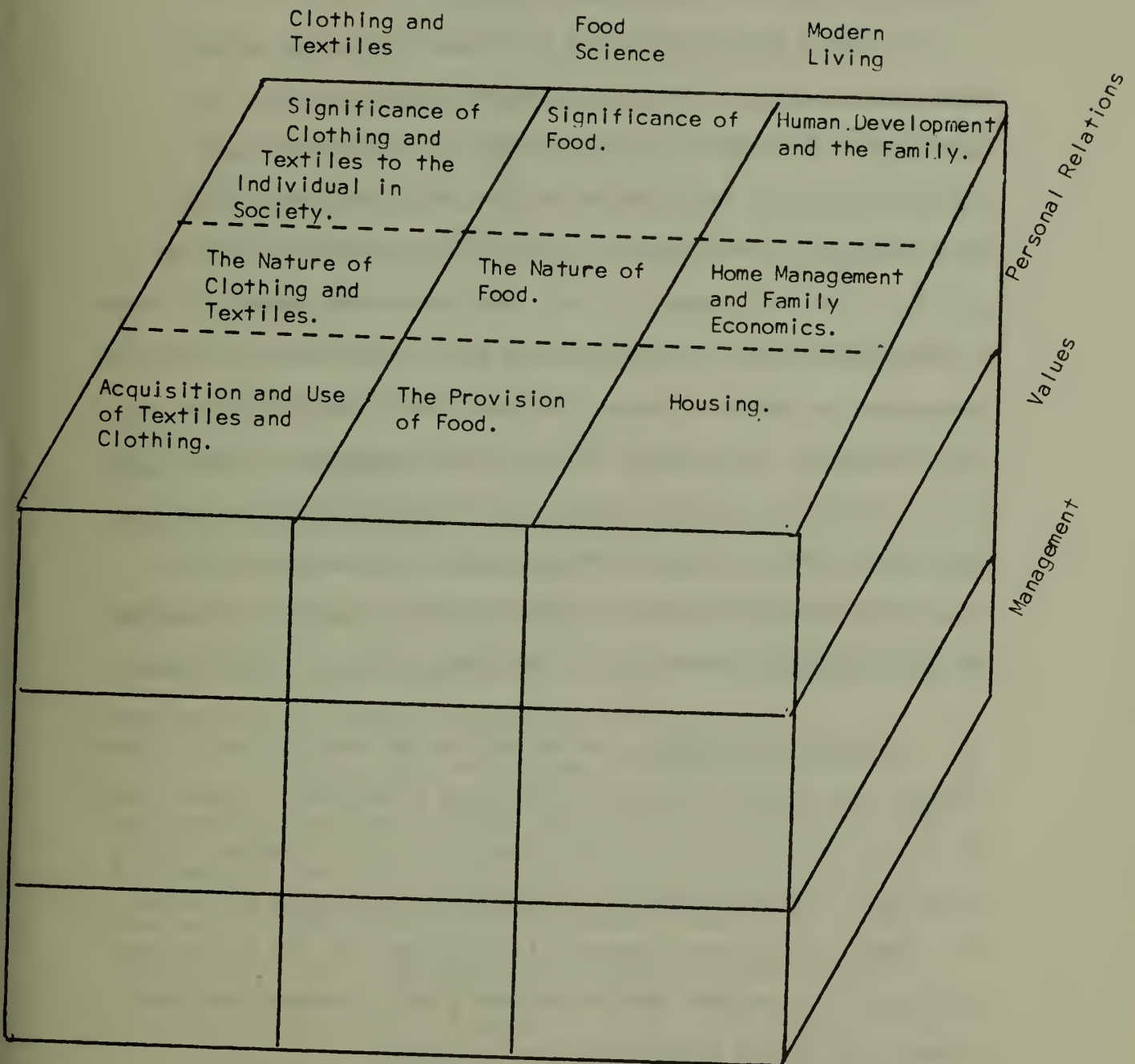
1. What are the goals of Home Economics education?
2. How do they compare with those set out for secondary education?
3. What is Home Economics trying to teach?
4. What is the scope and sequence?
5. How is the subject content being taught?
6. Why has Home Economics been structured the way it is?
7. Has balance been achieved in the curriculum?

What Are the Goals of Home Economics Education?

Home Economics has always been keenly involved with the individual and the family. As we head into the 70's, the focus is more than ever on ways to improve and strengthen the quality and standards of individual and family living. More specifically, the aim of Home Economics education is to assist individuals in the development of attitudes, appreciations, understandings, abilities, and creative talents for the achievement of satisfying personal, family and community life. Therefore the curriculum is designed to help individuals:

1. To appreciate the significance of the family as a unit in society and the impact it makes upon health, values and attitudes of members at each developmental age.
2. To understand the nature of personal values and their role in determining the quality of family life and personal relations in society.
3. To perceive the family practices of different cultural groups and to gain some skill in deducing general underlying principles relevant to meeting human needs.
4. To comprehend the influences affecting decision making and to develop skill in decision making and managing of family resources.
5. To improve understanding of research methods and ability to apply the result to the solution of specific problems in the home.
6. To acquire knowledge and skills needed to provide food, clothing, and shelter for the family and to develop human relations skills.
7. To develop intellectual abilities and attitudes needed to deal creatively with continuous social, economic and technological changes affecting family life.¹
8. To become familiar with the range of further educational opportunities available to them in Home Economics or related fields and to prepare for university, vocational entrance or a career.

What is Home Economics Trying to Teach?



The model above is a representation of the Home Economics Curriculum. In the Junior High School Home Economics curriculum the student spends one-third of the allotted time studying each of the three major areas listed: Clothing and Textiles, Food Science, and

Modern Living. The same units - with the exception of housing - are taught in each of the three grades, but they are studied in progressively more depth from grade seven to nine.

Cutting across these nine units are three major concepts - Human Development and Interpersonal Relationships, Values, and Management - which contribute to the overall purposes of Home Economics and unify the content of all its subject matter areas. These concepts are interrelated, and each contributes to improved personal, home, and community life. Teachers are to insure enrichment of these three concepts by teaching in such a way as to encourage the development of pertinent generalizations from all subject areas in Home Economics.² The A.H.E.A. in their book, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development, have very clearly set forth examples of the way in which the three major concepts relate to generalizations selected from each of the subject areas and show how the three concepts are interrelated.

Values and Teaching: We may define the term "values" as those elements that represent a way of life, give direction, or those things which make a difference in living. They provide an individual with a set of beliefs about himself in relation to his physical and social environment. Since Home Economics is concerned with all the aspects of living, it is evident that values are a major concern that they permeate each of the three major areas of study.

Home Economics education provides students with experiences which give direction to life. Values are not static relationships but

evolve and mature with these experiences. In helping individuals develop values, Home Economics education:

1. encourages students to make choices;
2. helps them discover and examine available alternatives when faced with choices;
3. helps them weigh alternatives and reflect on consequences;
4. encourages them to consider what they prize and cherish;
5. gives them the opportunity to make public affirmations of their choices;
6. encourages them to act, behave, and live in accordance with their choices, and
7. helps them examine repeated behaviors or patterns in their lives.³

The emphasis is on helping students clarify what they value rather than persuading them to accept some pre-determined set of values. This is based on the idea held in democratic states that persons can learn to make their own decisions.

As indicative of the involvement process, students strive to be given opportunities to become aware of their own value system. For example, they should react open-mindedly to issues of values. They should accept the relativistic nature of their own values and the values of their classmates: this should be characterized by readiness to revise their judgements in the light of new evidence.⁴

Human Development and Interpersonal Relationships and

Teaching: Human development - physical, mental, and social - and interpersonal relationships are of prime concern to Home Economics educators and evidence of their importance may be seen by examining each of the three major subject areas.

In the case of Food Science, the Home Economics teacher tries to develop in the student a positive attitude toward food and nutrition. Hence, the knowledge gained by the meal planner influences the nutritional adequacy of the food served and thus the physical and mental development of the individual is enhanced.

On the other hand, the area of Clothing and Textiles concerns itself primarily with the social aspects of human development as clothing reflects the individual's self-concept - how she feels others see her. The nature of her interpersonal relationships is also dependent on her self-concept.

Modern Living, which is subdivided into Human Development and the Family, Home Management and Family Economics, and Housing, has its focus on family living - the roots of human development and interpersonal relationships. Universality and uniqueness of the individual and the family, the socialization process and the environmental influences are emphasized. It follows logically that the sense of self - differences in goals, values, and standards - grows gradually and continually through socialization by, or interaction with the family and the outside environment. Housing provides the setting for the social, mental, and physical development of individuals and families and their interactions or interpersonal relationships.

Management and Teaching: Human development and Interpersonal Relationships, Values, and Management are interrelated. In the process of self-development, the individual builds up a set of values which are important criteria for decision making. This in turn is of prime importance in management and organization, for if an individual is unable to make decisions, he or she will likely fail to organize effectively, manage and utilize human and material resources

for defining and achieving goals. The Home Economics program focuses on just such a task; that is, it helps the individual to build up a set of values during the course of self-development so that he or she can effectively decide, organize, manage, and use human and material resources for defining and achieving goals.

What is the Scope and Sequence of What Home Economics Is Teaching?

	Clothing and Textiles	Food Science	Modern Living
Grade 7	← ↑	↑	↑ →
8	< →		>
9	← →		→
10	10	10	10
11	20	20	20
12	30 ↓	30 ↓	30 ↓

In the Junior High, the program goes horizontally with the students spending one third of the time in each area. In the Senior High school, the program goes vertically and permits specialization. The concepts are spiral in nature; that is, they go vertically from grades seven to twelve.

	Clothing and Textiles	Food Science	Modern Living
Grade 10	10 ↓	10 ↓	10 ↓
11	20 ↓	20 ↓	20 ↓
12	30 ↓	30 ↓	30 ↓

The above model represents the high school curriculum. The student may choose to specialize in any one area for three consecutive years or study a representative amount of each of the three areas. If, for example, the student chose to specialize in Modern Living, the concepts would be developed with progressively increasing depth over

the three years. The concepts - Human Development and Interpersonal Relationships, Values, and Management - still permeate this field of specialization as it did in junior high school.

How Is The Subject Matter Content Being Taught?

Curriculum designers, theoreticians in education, and teachers share the view that conceptual teaching is a good or useful practice as it furthers the process of education. This approach to teaching is being adopted by Home Economics teachers in the province of Alberta. First of all, a clarification of the term "concept" could be given. According to the definition adopted by the American Home Economics Association, a concept is an abstraction or a generalized notion of many dimensions and meanings, representing the world of objects and events and is a means of organizing them into categories. Concepts are themes that recur throughout the curriculum in a cumulative and often overlapping way.⁵ Closely linked with this notion is that of generalizations. Because they express an underlying truth, have an element of universality, and usually indicate relationships, the development of generalizations is a useful tool for giving meaning to concepts.

In the present Home Economics program, the same concepts or generalized notions are being taught each year in increasing depth. The curriculum therefore grows with the student. This is consistent with Bruner's often quoted dictum that "any subject can be taught in some intellectually honest form to any child at any stage of development."⁶ These concepts incorporated in the program from grades seven to twelve have an analytical content: that is, through their study

and acquisition, the student develops the ability to perceive and analyze actions, statements, and values in order to determine their relationships. Because of our ever-changing society, this ability is vital for effective living. The significance of food, effective elements in management and the interrelationship of clothing and culture serve as a few of the many examples of such analytical content.

Discussions, lectures, demonstrations, laboratory work, role playing, independent study, and student work at home and in the community are some of the teaching strategies employed as vehicles by the concept approach. It further lends itself to the adaptation of new educational techniques being developed.

Why Has Home Economics Been Structured This Way?

Many changes are taking place which affect the family, such as urbanization, increased family mobility, prevalence of credit buying, immigration, and the rising expectations of many young people. Because the prime concern of Home Economics education is focused on the individual and the family, the curriculum has been structured to give students the tools to deal with these changes. For example, the study of a concept such as Resources and Their utilization becomes a tool for students to use with regard to the recent trend of credit buying.

A second reason for its structure is based on the theory of the way students learn. Furthermore, because knowledge is no longer the destination, it must be used as a vehicle for further learning.

A third reason for its structure is based on the fact that students expressed needs and desires are emphasized because of the rapid changes taking place in our society. The new curriculum is designed to take care of the rising expectations of today's students.

Has Balance Been Achieved In the Curriculum?

Well known educators feel that to achieve balance, a curriculum must consider the eight growth areas deemed important for each individual. The Home Economics curriculum in Alberta Secondary Schools has achieved balance by giving consideration to these eight areas of growth:

1. Improvement in the child's physical and mental health.
2. Growth in the fundamental skills.
3. Development of a set of values.
4. Growth in problem-solving ability and ability to express feelings.
5. Growth in ability to make independent intelligent decisions.
6. Growth in democratic group participation.
7. Growth in the individual's own interests and his skill in following these. e.g. the High School curriculum.
8. Understanding the cultural heritage.⁷

Home Economics Reinforces the Goals Set Out For Secondary Education

Personal development, growth in family living, growth toward competence in citizenship and occupational preparation are the general objectives of secondary education. Not unlike the objectives set out for secondary education, Home Economics is concerned with all the aspects of living, the interrelationships and with the total pattern

which they form. It is concerned with helping families shape both the parts and the whole of the daily living pattern. The emphasis given various aspects of living is determined by individual and family needs in the social environment of their time. It shares with other fields the responsibility for developing perceptive, well-informed citizens with the ability and will to further conditions favorable to effective living.

The Home Economics profession achieves its aims through education in the schools, through research, through businesses which employ Home Economists, through dietetics and institutional administration, through social welfare and public health agencies, and through international services of health, welfare, and education such as those provided by the United Nations, or other agencies, eg. CUSO.

FOOTNOTES

1. Rationale for Restructuring the Home Economics Curriculum for Secondary Education in the Province of Alberta.
2. AHEA, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Published by AHEA, Washington, 1967, P. 54.
3. RATHS, L. E., Harmin, M., and Simon, S. B., Values and Teaching, Charles E. Merrill Books Inc., Columbus, Ohio, 1966.
4. KRATHWOHL, D. R., Bloom, B. S., and Masia, B. B., Taxonomy of Educational Objectives: Handbook II: Affective Domain. David McKay Co. Inc., New York, 1964, P. 95.
5. AHEA, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development, Published by AHEA, Washington, 1967, P. 23.
6. BRUNER, J., The Process of Education, Harvard University Press, Cambridge, 1966, P. 33.
7. WILES, K., The Changing Curriculum of the American High School, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1963.

CHAPTER TWO

THE CURRICULUM: AN AID TO PLANNING

The current home economics curriculum is a valuable TOOL, designed to aid teachers in planning their year's work, their units, and related lessons. The curriculum is NOT an outline of material that must be "covered". As a resource, it is to be used, adapted, and revised by each individual teacher as she sees fit - according to her own unique teaching situation. Therefore, the first step in planning will be to determine the needs and interests of her students. In light of this, she can then select appropriate concepts and related generalizations. Based on these, objectives can be written, learning experiences can be planned and evaluation procedures determined.

First let us deal with the concept. This word is often used in conversation. "She has a distorted concept of herself." "He has a good concept of the atom." Upon examining the context of the word as used in the above statements, it is evident that concept means understanding or notion. Substituting one of these synonyms in each statement above, they would read, "She has a distorted notion of herself.", and "He has a good understanding of the atom." A concept then is merely an understanding or notion of some thing, some person, some idea.

A person's concept of a thing may be very extensive or it may be very limited - depending on that person's experience with the thing. For illustration, consider a child's concept of water as compared to an adult's. The latter is much more complete and extensive having experienced water in many more ways than has a young child. The concept of water includes knowledge of it as a substance we drink, as the bath, as

sustenance for plant and animal life, as rain, as snow, as ice to skate on, as a river, a lake, an ocean, a glacier, as a component in food, etc. A very young child probably hasn't experienced water yet in all those forms.

But how can concepts aid in planning? How does their use make planning different? What will be the effect on what occurs in the classroom? In short, what is their value? It should be evident by now that we have always used concepts in planning; we have simply not used the term. But there is a subtle difference in the way they have been utilized in the new curriculum. Consider the following example: In the past, we have tended to teach "cocoa" - a breakfast beverage. While we have dealt with the cooking of milk, and starch cookery in relationship to cocoa, students have sometimes been left with the impression that making cocoa is the point of the lesson. There is no mention of cocoa in the new curriculum. But it could be used as one medium through which to teach the concepts outlined for level 1 under Sub-Concept 1:

Effecting Change in Properties of Food (heating food, cooking food, evaporation of food, dissolving of food, agitating food.) In short, we are now dealing with the essence of why we use cocoa preparation as a learning experience. We are attempting to emphasize more important or broader concepts of protein cookery, and starch cookery rather than emphasizing the much narrower concept of cocoa itself. As a matter of fact, it is not even necessary to use cocoa preparation as the learning experience to develop these concepts.

What the new curriculum tries to do is to identify the most significant concepts that should be dealt with at the various levels, leaving it to the teacher to develop the understandings. It should be emphasized that some concepts are more important than others and since

we cannot deal with every concept today when knowledge is so extensive, it is essential that we deal with the more important ones. Our hope is that students will leave our classes, with an understanding of the effects of heating protein and starch, no matter what their form, so that they can apply what they have learned about one protein or starch food to other protein or starch foods, rather than having to learn the same things over again about each protein food, etc.

A second term that should be clarified is generalizations.

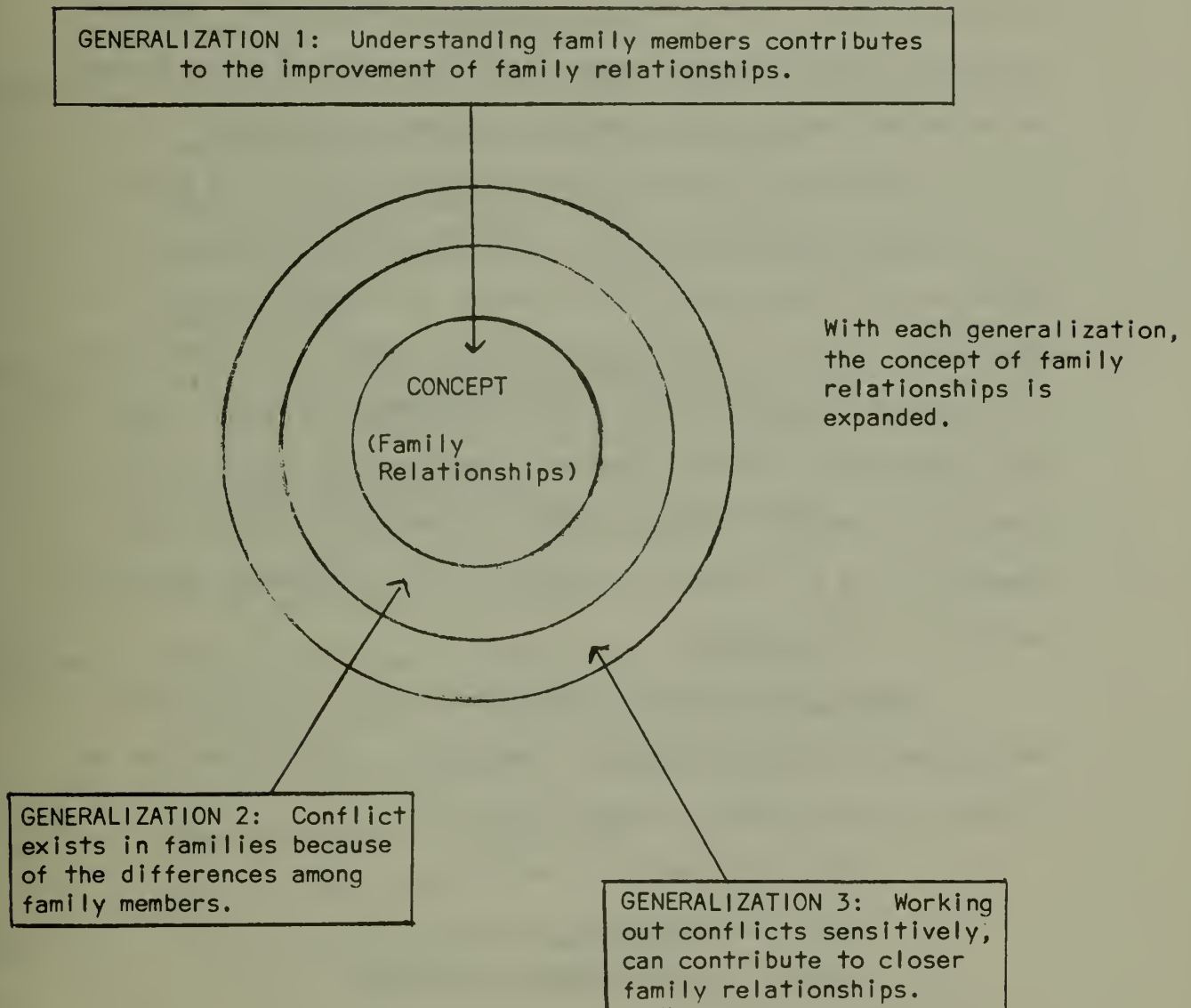
A generalization is merely a complete statement of fact about the particular concept being explored, a statement of fact which is true in more than one situation. It is a statement which is generally true. For instance, consider this statement of fact about water, "Water promotes growth of living things." Is it true in more than one situation? Yes. One can argue that water promotes growth of plants, of human beings, and of other animals. Because the statement is true in more than one case, it is generally true, and therefore can be termed a generalization.

In home economics we often deal with generalizations. For example, whenever we apply one principle which we know to be true in one situation to a second situation or to many situations or even all situations, we are dealing in generalizations. It should be emphasized that we often generalize - but sometimes we do so without first making sure that we have ample reason for doing so. Humans tend to make generalizations in the form of prejudice and bias; we tend to make generalizations based on half-truths, on very little evidence, on very little research or none at all, on distorted perceptions, on wishful thinking, etc. Therefore, it is imperative any time we make generalizations, or encourage our students to make generalizations, that

they be based on empirical evidence, research, well-founded knowledge, controlled experiments, and studies of enough separate cases to ensure that we are not merely forming prejudices. Also, there is the danger of over-generalization. For example, a student or teacher, after studying a group of people from a foreign country, may make statements about the meaning which these humans attach to food, but it may be entirely groundless to try to apply these conclusions to all people of the world. It is even possible that the statements can only be applied to that particular group of people studied.

It should also be noted that there is much that is unique to only one person, or event. We, as teachers, often have the opportunity to deal with unique situations. We are not suggesting that we sacrifice the unique to the general, we are merely stating that because there is so much knowledge today we cannot hope to begin to penetrate it by dealing only with unique situations, and therefore we much turn our attention to general situations. We must try to seek out those generalized facts with which we can organize our world of knowledge and experience more efficiently, while not forgetting that uniquenesses are the situations that make life so continuously interesting.

To further clarify the terms concept and generalization, the following model has been developed to show the relationship.



NOTE: Only 3 generalizations have been included in this particular example, but it is evident that there are many more generalizations which can be developed about the concept of family relationships.

Again, it is the teacher's responsibility to select the appropriate number of items, for her particular situation. It could also be pointed out that each generalization in the model could be developed to a greater or lesser degree. That is, one teacher (because of student need or interest) might choose to develop each generalization into a unit, another teacher might develop each into a lesson, while another teacher might develop all three in one lesson.

Now that the concepts have been selected, and the appropriate generalizations identified, the third step in planning is to determine what your objectives will be for this lesson, or unit, or year's work. What are objectives? They are simply your reasons for teaching the lesson, unit, etc. They are statements of your goals, aims, purposes, or desired outcomes. They deal with concepts and ideas to be learned, attitudes, sensitivities, and feelings to be developed, ways of thinking and behaving to be reinforced, and habits and skills to be mastered.

Behavioral objectives are written in such a way that the desired behavior can be observed or evaluated. To put it another way, a behavioral objective is a description of -

- a. what the student will be doing
- b. under what conditions he will do it
- c. how well he will be expected to do it

Consider the following examples:

Objective 1: Students will identify 5 food fads, after watching
a film on food fads.

Analysis 1: a. What will the student be doing?
He will be identifying food fads.

b. Under what conditions?
After seeing the film.

- c. How well?
He must identify 5 food fads.

Can the teacher observe the desired behavioral objectives?

Yes. She will ask students to do this either orally or in written form, but it will be observable.

Objective 2: After observing a standard butter cake and several sub-standard butter cakes (i.e. ones made with too much fat, too much sugar, too much flour, etc.), students will be able to set up 6 criteria for judging butter cakes.

- Analysis 2:
- a. What will the student be doing?
He will be observing cakes, and specifying criteria to be used in judging good cakes.
 - b. Under what conditions?
There will be several cakes for comparison.
 - c. How well?
He must set up 6 criteria.

Objective 3: After having several opportunities to engage in evaluatory behavior, students will write an evaluation of their own butter cakes, in terms of the criteria which they have set up for judging them. Their evaluations must be 100% correct.

- Analysis 3:
- a. What will the student be doing?
He will be writing an evaluation.
 - b. Under what conditions?
By comparing his cake to his criteria, and after having evaluated several cakes during the lesson.
 - c. How well?
He must make no mistakes.

Now that we know what objectives are, let us examine what their value is in planning. Objectives are guidelines, direction finders. They keep us pointing in the right direction. Often, a

comprehensive set of objectives will be all an experienced instructor needs to teach interesting, worthwhile lessons, units, etc.; for with the objectives in mind, one can ask spontaneous questions which will lead the lesson toward the objective. One can make use of student questions and other contributions that will lead the lesson toward the objective. Furthermore, objectives can be planned to deal with other levels of cognition (eg. comprehension, application, analysis, synthesis, and evaluation - note that objectives 2 and 3 above require students to engage in evaluation, while objective 1 requires only recall in the form of identification.)

Following is a classification of behaviors which are extremely useful in the writing of objectives. There are also several good books written on the subject for those teachers who are interested in exploring the potentials of this approach to the writing of behavioral objectives.

6.	Evaluation (ability to judge the value of ideas, procedures, methods, etc., using appropriate criteria)				
5.	Synthesis (ability to put together parts and elements into a unified organization or whole)				Requires synthesis
4.	Analysis (ability to break down a communication into constituent parts to make organizations of ideas clear)				Requires analysis
3.	Application (ability to use ideas, principles, theories, in particular and concrete situations)				Requires application
2.	Comprehension (ability to apprehend what is being communicated and make use of the idea without relating it to other ideas or material or seeing fullest meaning)				Requires application
1.	Knowledge (ability to recall, to bring to mind the appropriate material)				Requires knowledge

BEHAVIORS IN THE COGNITIVE DOMAIN

Levels of thinking as applied to learning, using the major objectives of the cognitive domain. From Brown, Marjorie, HOME LEARNING EXPERIENCES IN THE HOME ECONOMICS PROGRAM, 1963, p. 12, as adapted from Bloom, B., TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN. Reprinted by permission of Burgess Publishing Co., Minneapolis, Minnesota.

Characterization
by a Value Complex

(Generalization of
selected values in-
to controlling ten-
dencies with subse-
quent integration
into a total philo-
sophy.)

Action consistent
with values.

Organization

(Determining inter-
relationships of
values; establishing
a hierarchy.)

Internalization

Valuing

(The process of
accepting the
worth of an
object, idea, or
a behavior;
attempting to
promote it as a
value; and
developing
commitment.)

Responding

(Initially may
react out of
compliance, later
out of willingness
and satisfaction.)

Receiving
(attending)

(Become aware;
be willing to
learn and try
a particular
response.)

Initially
involves
attending.

Initially
involves attend-
ing; requires a
response.

Initially involves
attending; requires
a response and
development of
values.

Initially involves
attending; requires a
response and development
and organization of
values.

BEHAVIORS IN THE AFFECTIVE DOMAIN

Modified from unpublished materials developed by Brown, Marjorie, as adapted from Krathwohl, D., TAXONOMY OF EDUCATIONAL OBJECTIVES: AFFECTIVE DOMAIN.

Complex overt response

(Action, performed without hesitation, leading to automatic performance.)

Mechanism

(Habitual response.)

Guided response

(Overt action by limitation and/or trial and error under supervision.)

Set

(Mental, physical or emotional readiness.)

Perception

(Become aware through sense organs. Recognize clues, make choices, and relate to actions.)

Requires mechanism

Requires guided response

Requires set

Requires set

Requires set

Requires perception

Requires perception

Requires perception

Requires perception

BEHAVIORS IN THE PSYCHOMOTOR DOMAIN

From Simpson, Elizabeth, THE CLASSIFICATION OF OBJECTIVES, PSYCHOMOTOR DOMAIN. Research Project No. OE-5-85-104, University of Illinois, Urbana, Illinois, 1966.

To summarize, it is possible to conduct a lesson on a very high level of thinking (cognition), by structuring objectives which demand behavior of this level.

Once the objectives have been written, the next task in planning is to select appropriate learning experiences. Some teacher might ask, "but I have already described behavior in my objectives." True, but this behavior (in most cases) is the terminal behavior which a teacher wishes her students to display as a result of the learning experiences she has selected to develop the concepts and generalizations. It is well to point out also that the learning experiences will develop or unfold or make evident the generalizations. This is the essential difference between the planning of a lesson and the implementing of a lesson with students. With planning, one starts with concepts and generalizations, then works through objectives to learning experiences. In actual teaching however, the lesson does not begin with a list of generalizations, but rather, it begins with the learning experiences which hopefully will lead students to make the generalizations themselves. If the goal is to have students incorporate the significant learnings of our courses, then it is well to remember that students really learn and remember only that which they experience and develop personal meaning for. If a student is told a fact, often he will just as soon forget it, but if the student discovers, formulates, or works with a fact, he has made it his own (part of his experience) and so will remember it. While direct experience is best, there are many things and ideas they may experience indirectly through books, films, etc. The key is experience. Just because the teacher presents the opportunity for students to practice something is no guarantee that an experience will occur. This should be kept in mind when planning

learning activities so that they will be meaningful to the group for which they are intended.

Some Considerations For Plannning Learning Experiences

1. They should be related to and develop the concepts and generalizations.
2. They should be organized so that they contribute to the achievement of the objectives for the lesson.
3. They should be meaningful to the students - be related to their needs and interests.
4. They should include a variety of resources.
5. They should give attention to the developing of thinking abilities, problem-solving, and the creative process.
6. They should cause students to want to continue to explore some of the ideas dealt with in the course.
7. They should give consideration to tension variations - i.e. active and passive activities should be alternated.

The problem of failure should be carefully considered in light of its possible advantages. Also, a definition of success should be arrived at, in view of the belief that success breeds success or "nothing succeeds like success". Is success something in which the teacher has over-helped? Is it something that is less than the student is capable of achieving? When should a student not be given success? When might a challenge or honest confrontation be the better alternative? In short, is failure a serious matter if it can be used to advantage as a learning experience? Is it failure that is traumatic for the individual or is it the teacher's attitude toward failure that makes it traumatic? Does our over-concern for failure make it impossible for the majority of

us to take a risk? Can there be growth or development without a risk being involved? What are the far-reaching implications of our attitude toward failure in a system that cannot handle too many successes and therefore arbitrarily fails a large percentage of students?

Serious consideration should be given to the value of formula teaching (i.e. How to _____. For example, the making of paper flowers following directions with no opportunity to translate an idea or engage in creative behavior.) We must ask what our role is to be, one of encouraging students to follow directions unquestioningly, or one of encouraging students to improve on an idea or object or method, to question, to think for themselves, to innovate, to be problem-solving individuals?

Examples of learning experiences:

1. The Supermarket and Shopping Centers are Labs

- a. observe advertising techniques and their effect on consumers
- b. price comparisons between stores
- c. study labels
- d. follow willing consumers - plan - no plan) compare food bill,
 - list - no list) etc.
- e. interview customers
- f. watch shoppers, alone, then with spouse and children, and compare behavior
- g. interview manager about complaints of consumers and changes made because of complaints
- h. compare prices by quantity
- i. explore seasonal goods - prices, etc., then compare when not in season
- j. imaginary buying trips or have students do actual shopping for the program
- k. list all convenience foods in the store and compare prices as well as labelled contents with counterpart in non-convenience foods

2. Contact elderly couple and interview as to how they spend food budget. Their problems.
3. Go to a consumer association meeting or talk to an administrator - kinds of complaints; what consumer can do; consumer's responsibility.
4. a. Kitchen planning - for blind or otherwise handicapped.
b. Talk to architects about kitchen planning - considerations; ways to improve.
c. Plan a kitchen for the future, e.g. year 2000.
5. Visit dietitian in a hospital - talk about problems of food preparation, special diets, any special considerations when working for sick people.
6. Have mothers come to school and prepare their favorite recipes - specialties; on any topic, e.g. foreign cookery or low-cost meals, casseroles, etc.
7. Cook convenience foods and home-made and compare - cost, taste, time (e.g. use frozen bread, bakery bread, and home-made bread).
8. Observe or work with a short order cook at peak time.
9. Do a study of a group of university students - food habits, problems of meal preparation (i.e. money, time, skill).
10. Interview working wife - problems related to meal preparation (e.g. time, energy vs. cost).
11. Survey of families to determine percentage of convenience foods used - why and how they like them.
12. Study institution's use of convenience food - problems of aged related to food; watch an institution cooking staff prepare a meal (e.g. a large banquet at a restaurant or hotel).
13. Travel with meals on wheels.
14. Guest speaker: a doctor to talk about people and food problems.
15. Someone from Alcoholics Anonymous as guest speaker.
16. Child Care - help in day care centers; study behavior of children and adults.
17. Volunteer as a teacher's aide in elementary or junior high school to explore a career choice in teaching or to study behavior related to the life cycle.
18. Panel discussion between parents and teenagers. Topic: "What Parents and Teenagers Expect of Each Other" or "The Generation Gap".

19. Study of body language - what we communicate. Have students take slides of various people; have a student panel of judges judge messages and see how much agreement there is between judges.
20. Behavioral studies of self. Keep a record of moods and activities. Make charts to illustrate patterns of behavior over a period of time.
21. Visit a slaughter house.
22. Study garbage cans, alleys, backyards - people-study.
23. Talk to purchasing agents to find out how they determine what to buy, e.g. during the hemline dilemma.
24. Study television commercials, to analyze psychological techniques being used (e.g. the bra commercial which infers that a "real" woman has an ample bust and wears a bra).
25. Interview a hippie - ask why he dresses as he does, the cost and where he gets clothes, how he feels about the fashion industry touting their styles, and how he likes everybody wearing it.
26. Observe unusually dressed people and talk to them about dress (cost, what they think they are expressing). Take slides if willing.
27. Talk to mothers about baby and young children's clothes - cost, needs, convenience, improvements.
28. In a day care center watch children at play - observe clothing, how it hampers or frees, its durability, and where it needs to be especially durable. Attitude of mothers toward dirt, etc.
29. Construct an improved article of clothing for a senior citizen, a young child, or a baby.
30. Observe single and married women - compare dress, set up criteria. Try to predetermine if single or married, then ask to verify.

The final step in planning is evaluation. The following should be evaluated: 1. each step of planning.

2. if each student has grasped the content so that he can apply his knowledge to other situations.

3. to what extent are the students applying what they learned?

4. if the lesson plan is appropriate to age group - need, and interests. What is irrelevant? To what did they especially

respond? What could be used again? What should be changed?

5. the kind of thinking and problem-solving that occurred?

6. if objectives have been achieved.

Evaluation need not be done only through testing. Following are some alternatives: self-evaluation, anecdotal record, check lists, essays, conferences, diagnostic tests, student diaries, discussion, lab work - applying knowledge and principles, student presentations, visual translations, informal conversations, informal observations of behavior, home reports, cross-reference questioning (review).

HOME ECONOMICS DEPARTMENTSUMMARY OF STEPS IN PLANNING A PROGRAM

1. Select the main concept to be dealt with.
2. Identify generalizations that you would expect students to come up with.
3. Objectives which will be used as a guide for lesson or unit.

Classifications:

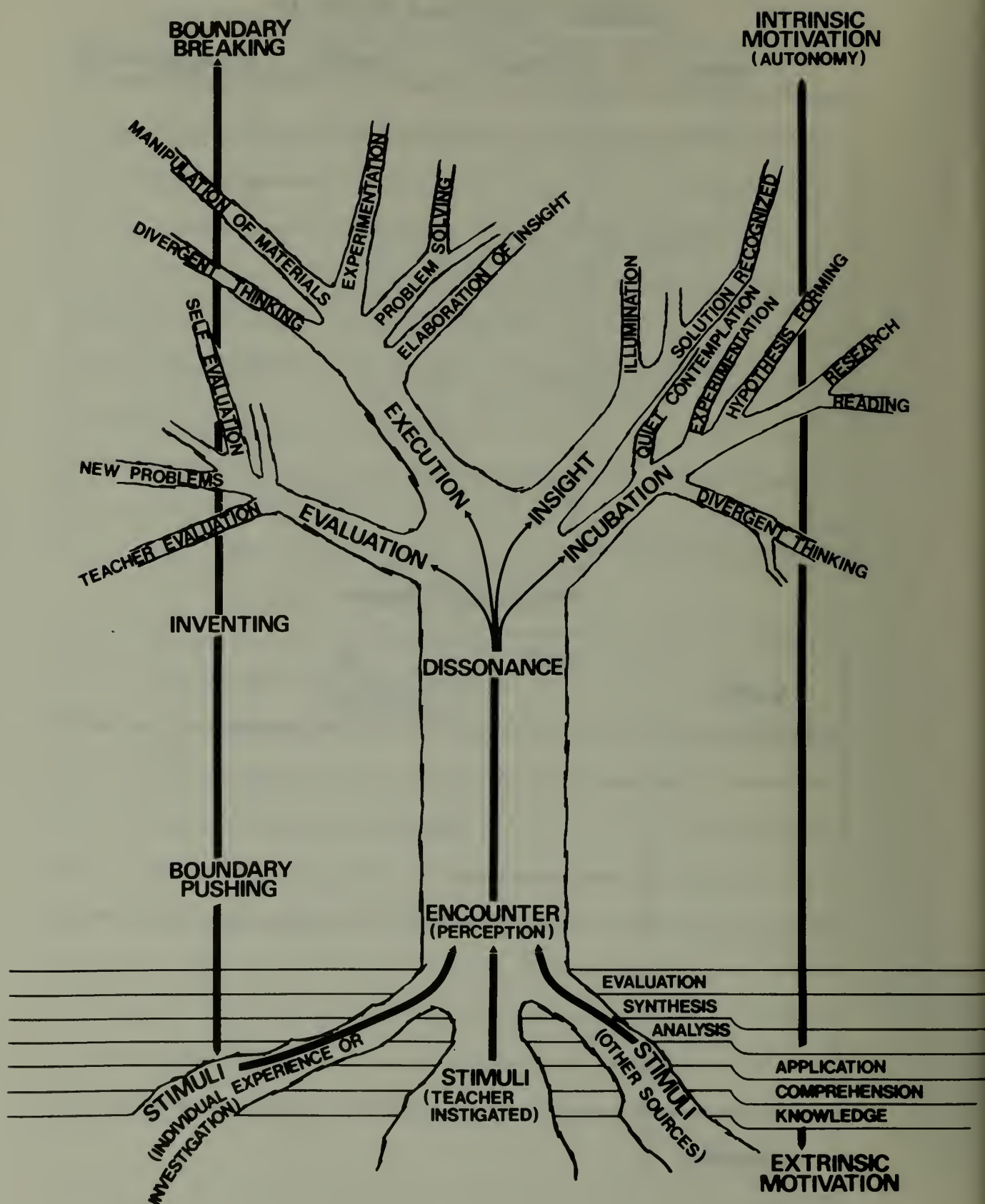
- Cognitive - Knowledge, comprehension, application, analysis, synthesis, evaluation
- Affective - Receiving, responding, valuing, organizing, characterization
- Psychomotor - Perception, set, guided response mechanism, overt response

4. Planned learning experiences
 - (1) Learning experiences should be related to and develop the concepts and generalizations.
 - (2) They should be organized so as to achieve the objectives.
 - (3) They should be meaningful.
5. Evaluation (Use various methods)

There needs to be evaluation of:

- (1) Each step
- (2) Students' comprehension of the knowledge
- (3) Application by student
- (4) Appropriateness of lessons for each age group.
- (5) Achievement of objectives

the creative process



CHAPTER THREE
THE CREATIVE PROCESS

This is an attempt to describe the creative process in such a way that it can be understood and applied to a real learning situation. It will be demonstrated that behavioral objectives can be constructed to develop creative thinking and behavior and so applied to Home Economics.

There are 5 stages in the creative process; encounter, incubation, insight, execution, and evaluation. Each stage will be described, along with the teacher behavior which will support each stage. Finally, one behavioral objective will be written, related to home economics concepts, which will encourage one aspect of each stage.

STAGE 1 - Encounter or exposure

A. Student Behavior

1. He perceives his environment. Perception involves a great deal more than merely "seeing". It involves:
 - a. seeing gaps
 - b. seeing limitations
 - c. sensing unusual relationships
 - d. recognizing incongruities
 - e. adding symbolic meaning (usually at a non-communicable level at this stage)
 - f. seeing a familiar object in a new light
 - g. identification of a problem
2. Our perception reveals an incongruity which prevents immediate incorporation of the concept into our frame of reference. This causes a feeling of discomfort which is usually referred to as DISSONANCE.

B. Teacher Behavior

1. Set up dissonance if none exists:
 - a. introduce "thorns in the flesh".
 - b. ask controversial or unanswerable questions.

2. Provide stimulating materials, and a variety of them.
3. Give training in perception
 - a. examine values
 - b. use cameras to focus on uncommonly viewed aspects of the environment
 - c. frame - an idea, person, or thing, and write observations and compare with classmates
 - d. use tape recorders to observe sounds from different points of observation
4. Lead students into the realm of the unknown.
5. Give part of the information and let them fill in the gaps.
6. Tell students only what they cannot learn for themselves, or that which is not worth the time and energy needed for discovering on their own.
7. Provide a flexible curriculum; give time to diverge; introduce problems only when there is plenty of time to explore them.
8. Test ability to ask significant questions, to identify problems, to recognize incongruities, to sense unusual relationships, to recognize limitations, to see new uses for old materials, etc.

C. An objective to develop one aspect of stage 1:

Generalization: Interesting salads can be created by combining foods not usually associated.

Objective: To increase the student's ability to see a familiar food in a new light, as demonstrated by the student planning a salad using unusual combinations of food.

STAGE 2 - Incubation

A. Student Behavior

1. The dissonance or "problem" motivates the organism to engage in exploratory behavior in an effort to change or reorganize the elements of the object or concept, or to create order where none exists.
2. Exploratory behavior involves experimentation, investigation, trial, search, hypothesis forming and testing.
3. Divergent thinking is essential to this stage.
4. Students may engage in boundary pushing (expanding limits that define the uses to which an object can be put and to place objects into classes).

5. Students may engage in boundary breaking (rejection or reversal of accepted assumptions and the development of new premises which contain their own limitations).
6. Students may engage in inventing behavior (the creation of a new object or class).
7. Students are seeking a way to express the partially formed ideas, or are seeking solutions to a problem.
8. This stage involves both thinking at the conscious level and associative thinking in which the individual is not aware that he is engaged with the problem.
9. Dissonance is still at work. This is a highly frustrating phase, and therefore requires personal commitment.

B. Teacher Behavior

1. Allow students opportunities to develop self-discipline.
2. Encourage use of a logbook as a kind of idea trap.
3. Encourage discussion and exploratory behavior.
4. Give time to test ideas, to work out their full implication, and to experiment with materials.
5. Use of brainstorming technique for development of fluency of ideas.
6. Give assignments that do not require a right answer. This encourages divergent thinking. Reward divergent responses.

C. An Objective to develop one aspect of stage 2:

Generalization: Decisions should be made with full awareness of one's values and goals.

Objective: The student will explore his own values and goals, by making a value hierarchy, then making several hypothetical decisions when given several alternatives which bring values into conflict.

STAGE 3 - Insight

A. Student Behavior

1. Suddenly there is the solution, the perfect answer, the way to communicate the ideas which are now clearly formed.
2. Insight comes at odd moments, usually during quiet periods after incubation.

B. Teacher Behavior

1. Plan for active and quiet periods.
2. Be prepared for insights to occur at unexpected moments.
3. This is the moment to capitalize on the high state of motivation, and allow students to pursue their ideas.
"Insight is often a fleeting thing that has to be caught at the moment it comes if it is to be held."

C. An Objective to develop one aspect of stage 3:

Generalization: Fabric decoration is one means of personal expression or translation of ideas.

Objective: After exploring several designs to express an idea, student will recognize the most appropriate.

STAGE 4 - Execution

A. Student Behavior

1. Ideas and/or solutions transformed into a visual product.
2. This is the phase in which most problems are encountered.
3. Students experiment with old materials used in new ways, and new materials. Boundary breaking and pushing and inventing also occur in this phase.
4. Usually the original insight, or solution changes during execution. There may be elaboration, refinement, perfecting, addition of ideas. Changes may be necessary due to limitations of materials, skills, and feasibility.
5. Activity progresses at this phase with increasing tempo.
6. The following activities may occur at this stage:
 - a. putting to other uses
 - b. adapting
 - c. modifying (changing color, motion, sound, odor, form, shape)
 - d. magnification
 - e. minification
 - f. substituting
 - g. rearranging
 - h. reversing or changing position
 - i. combining

B. Teacher Behavior

1. Give instruction in problem solving.
2. When a pupil needs help, it must be provided in order to lead him to a position where he can solve the problem for himself. This can be done by skillful questioning.
3. Class interaction makes possible learning by osmosis.
4. Encourage students to elaborate original idea. This teaches them to be flexible; to not accept one path and only one.
5. When an idea is presented to you, the teacher, discuss possible problems that may be encountered. Ask questions as to how the student may solve these problems.
6. Avoid formula teaching - step a, b, c, etc. Boundary breaking, pushing, and inventing may occur here if encouraged.
7. Give assignments that require students to:
 - a. put to other uses
 - b. adapt
 - c. modify
 - d. magnify
 - e. minify
 - f. substitute
 - g. rearrange
 - h. reverse or change positions
 - i. combine

C. An Objective to develop one aspect of stage 4:

Generalization: Fabric decoration is one means of personal expression or translation of ideas.

Objective: After recognizing the appropriate solution, student will execute the design, perfecting it during the execution.

STAGE 5 - Evaluation

A. Student Behavior

1. Self-evaluation is best. Students will judge product in terms of the degree to which his own standards have been met, and in terms of the worth of the idea.
2. Usually the finished product does not measure up to the student's expectations, or original vision, and this causes a let down feeling. This may provide the dissonance needed for the next creation.

B. Teacher Behavior

1. Teacher evaluation should be done in terms of the worthiness of the idea, originality (if this has been encouraged), ability to go beyond the initial idea, to adapt, flexibility, problems encountered and how dealt with.
2. The perfection of the finished product may depend to a large extent on manipulatory development, and therefore should be given very light weighting for marking purposes.
3. Evaluate students and learning experiences in terms of how well objectives have been achieved.
4. Example of an evaluation inventory

The following statements are on a continuum:

- | | |
|---|--|
| a. is unable to analyze and relate to the problem | is able to analyze and continually relate to the problem |
| b. is overly dependent on instruction | is capable of self-direction |
| c. is hesitant and apprehensive | shows genuine confidence |
| d. has few opinions | modifies opinions frequently |
| e. gives up easily | shows reasonable persistence |
| f. lacks ideas, imagination | has many imaginative ideas |
| g. relies on familiar and habitual ways | experiments and attempts different approaches |
| h. disregards constructive criticism | incorporates constructive criticism |

C. An Objective to develop one aspect of stage 5:

Generalization: The decision-making process, involving 5 basic steps can be used to make more deliberate decisions. resulting in greater stewardship of one's destiny.

Objective: After making a major hypothetical or real decision, the student will evaluate the result in terms of the decision-making process.

CHAPTER FOUR

EVALUATION - A GENERAL OVERVIEW

Feedback is necessary to complete the communication chain in any learning situation. A teacher must find out what her students are learning or her job becomes a meaningless pattern of activities. The students deserve to find out what they have gained from the time and effort put into a course. Both teacher and student need concrete evidence of areas where further exploration of the subject is necessary to achieve the desired learning.

Thus evaluation in its most useful interpretation is not an end-activity although we usually think of it as such. Rather, evaluation should point the way to further learning activities to enrich the student who has already mastered the basics and to present alternative learning opportunities to the student who has not yet reached an acceptable level of performance.

Teachers use both informal and formal methods of evaluation. Informal evaluation is based on visual and verbal feedback in the classroom. It may be continuous throughout the class or at one specific time during the summing up at the end of a class or during a review period. Formal evaluation is designed to evaluate all students on the same skills. Evaluation may be based on: products, performance, mental learning, attitude change.

Evaluation should measure the extent to which the objectives were achieved. If it does, it will be valid or fair. Over a short-term period matching evaluation to objectives may be fairly easy to do. Over a longer period of time the task becomes more difficult. We start measuring what's easy to measure instead of what we were teaching for. To be fair in evaluation of a course, the weight of

each component of the final grade should reflect the proportion of class time spent on that component. Within each component the split between practical and theoretical should accurately reflect class emphasis.

Having made these overall breakdowns to accurately reflect class time, we must evaluate students on the kind of learning we have trained them for. If in class the review questions all force the students to remember, then end of unit evaluations should test for memory. If we have taught students how to interpret and discuss topics, we should expect to evaluate them on these skills. Likewise, we cannot expect students to suddenly be able to apply theories at the end of a course if we have not taught them how to apply these kinds of theories throughout the course. If we teach spelling in our course, then we should evaluate the students' ability to spell (likewise with grammar and punctuation). If we do not teach these skills, we cannot in all fairness evaluate students on their use.

To get back to another way of looking at the kind of learning being encouraged, some objectives in home economics involve development of attitudes and values rather than theoretical or practical learning. Some people believe the affective area is harder to measure, but this is not necessarily true. To be fair, however, we must evaluate our objectives which in this case means evaluating the growth in attitudinal areas.

A help in breaking down the parts of a course according to time spent on each part, complexity of learning that was developed and kind of learning (cognitive, affective, or skills) is the use of a grid. The following breakdown is one way of interpreting the kinds of learning for the Level 10 section of the Clothing and Textiles Curriculum.

Note that for this grid, the lowest three levels of the Cognitive Domain (see Curriculum Chapter) are being assessed. The three highest levels have been omitted since students were not taught to use these skills in this particular example. The Affective and Skills (Psychomotor) areas have not been broken down into the progressive steps outlined in the Curriculum Chapter. In these areas, development from whatever level the student starts at to successive levels seems a more appropriate learning objective than attainment of a specific level. However, the teacher who has identified a specific level in her objectives for student learning will evaluate for that level of growth.

COURSE GRID

COURSE SECTIONS	PERCENTAGE OF CLASS TIME	COGNITIVE			AFFECTIVE	SKILLS
		RECALL	INTERPRE-TATION	APPLI-CATION		
Clothes speak out	15%		10	5		
Fiber Forest	15%	5	10			
Fashion Your Own	60%		20	10	10	20
Consumer Cues	10%	4	3		3	

On any given line, the evaluation credit to the right of the double lines should equal the percentage of class time spent on the course section represented on that line. To be fair,

"percentage of class time" should be based on actual class time rather than planned class time. The differences are sometimes substantial. The use of a grid infers precision. It should guide the teacher in evaluative decisions. However, it is not intended to wield tyrannical power over the teacher's actions. Use of a grid does help the teacher to get a clear perspective of what is happening in a course as a total learning experience.

So far we have been concerned with fair evaluation. Another word evaluators use is valid. An evaluation is valid if it measures what it says it is measuring. In other words, a final grade for a course is valid if the grade reflects how much the student learned throughout the total course. Going back to the informal and formal kinds of evaluation described at the beginning, informal methods are more often valid measures: they are continuous and measure what is happening; formal methods are less likely to be valid since they usually sample the total learning - some behaviors are measured, others are not.

Another concern in evaluating learning is that the measurement actually indicates what the student knows or can perform or how he has changed in some way. The student who knows the most gets the highest grade - he will not get the highest grade if he has been tricked by ambiguous wording on tests, if he had the "flu" when he took an exam, if the teacher finds he does not like something about the student and allows this to influence his evaluation of the student, if other students cheated during evaluations, if he had a hearty disagreement with a teacher in the previous class. All of these and other similar interferences prevent evaluation from truly measuring what the student has gained. Evaluation which is free of these

problems is called reliable evaluation. Informal evaluation methods tend to be less reliable than formal evaluation methods. Daily reaction to students with an informal method gives immediate feedback but is highly biased. The teacher, being human, cannot respond to all students equally. Therefore, he learns how some students react to each issue or point but never how all students react to all issues or points.

It is impossible for an evaluation to be completely reliable and completely valid. However, with conscious effort any teacher can improve her evaluation methods on both counts.

A third concern of prime importance to teachers is us ability:

- How long does it take for the student to complete the evaluation form?
- How quickly can a grade be attached to the results of the evaluation?
- Can the evaluation form be reused with other or future classes?
- How long does it take to prepare the evaluation form?

With these three concerns in mind - validity (or fairness), reliability (or accurate measurement) and us ability - consider the following range of techniques possible before deciding on any one method of evaluation.

A. RATING SCALES

Rating scales are commonly used for product evaluation in home economics classrooms. Adaptation from the "university" approach, however, is sometimes overlooked. Junior high school students in particular deserve evaluation of what they are making gains on; often this is attitudinal. For example read over the following scale:

EVALUATION OF PRODUCTION CLASS

Directions: Read across each category from poor to good. Then decide which description best fits you and place the corresponding number in the box at the right. If you fall between two descriptions, give yourself the in between number.

CATEGORIES	AVERAGE					SCORE	
	1	2	3	4	5	Student	Teacher
Attitude towards product	POOR 1 Refused to taste product		Tasted about 1 teaspoonful		Ate a small serving		
	Complained throughout class about making product		Made plans to prepare product at home for family		Prepared product at home for family		
Attitude towards method of preparation	Showed no interest in new skill(s)		Watched others use new skill(s). Asked questions about new skill(s).		Tried to use new skill(s)		
Attitude towards group members	Insisted on doing everything or refused to do anything		Willing to share jobs with others		Willing to share all jobs with others		
Attitude towards instruction	Paid little attention during instruction. Did not follow directions.		Paid attention through most of instruction. Followed most of directions.		Listened during instruction. Followed directions.		
Creative ideas	No ideas for altering product.		Thought of 1 new way to alter product		Thought of 2 new ways to alter product		

Product:

Student:

Date:

This rating scale could be adapted for any specific product, e.g. pancakes, muffins, specific cake methods, or left general for multiple use.

Notice the basic characteristics of a useful rating scale:

- it is easy to read and score
- only one aspect of the total performance is included in each category
- only observable aspects are included - you cannot rate what you cannot see.

Validity:

If the categories cover all aspects of your conscious objectives, the scale is valid. For example, if you expect students to describe the method for preparing the specific product, a category should be included for that.

If students are to compare all products to a standard, then a category should be included to describe this behavior.

It is not valid (fair) to rate students on the product characteristics if the objective of the class is to start to develop a new skill.

Reliability:

With clear wording on the scale, any knowledgeable observer in the classroom should rate students about the same. This makes the use of rating scales a reliable method of evaluating.

Usability:

Time-consuming to prepare. Quick to use and to derive scores. Reusable without precautions to keep all copies since cheating is reduced to almost zero.

Evaluation Situations:

Lab activities, performance of skills, products, written assignments, attitude, and value development (compare scores over a period of time).

B. ATTITUDE QUESTIONNAIRES

Having students respond in writing to issues provides an opportunity for each student to consider many different sides of an issue. Class discussions often side-track into consideration of one or two aspects only. Feedback from all students is obtained. Responding to an interesting questionnaire often sparks a demand from students to discuss the subject of the questionnaire in class, thereby achieving one of the teacher's motives for assigning it.

OPEN-ENDED QUESTIONS

Open-ended questions are the most common format of attitude questionnaires. For example:

Directions: The following questions ask how you think about a number of issues. Feel free to answer what you really think. There are no right or wrong answers.

Do you think a member of the home economics or nursing profession can be a women's liberationist? (Defend your viewpoint.)

ATTITUDE CONTINUUM

An attitude continuum helps students to recognize the infinite possible reactions to an issue. For example:

Directions: Put an X on each line to indicate how you feel about the following statements. The closer the X is to one end of the line or the other, the stronger is your feeling in that direction.

1. The way a child is treated determines his adult personality.

•-----•
 agree midpoint disagree

2. I think the greatest influence in my personality has been:

•-----•
 heredity midpoint environment

Scoring: To compare student responses, each continuum is divided into equal sections and a number attached to each section. Lines are usually divided into five or seven parts. A transparency for each page can be made up and placed over each student's questionnaire for quick scoring.

FORCED CHOICE QUESTIONS

Forced choice questions provide a limited choice of answers for students to choose from. Some variations follow:

Directions: Read the following questions. Mark the one answer that you choose for each questions with an X. These are opinion questions. There are no right or wrong answers.

If you had to work for 2 hours without interruption on one job, which of the following would you choose?

- _____ a. rolling pastry for pie shells
 _____ b. washing pots and pans
 _____ c. making up a grocery list

Directions: Read each statement and show how you feel about it by checking one of the five choices following it.

I would rather receive a hand-made gift than a purchased one.

- _____ Strongly Agree
 _____ Agree
 _____ Undecided

_____ Disagree

_____ Strongly Disagree

A useful adaptation if a number of questions in this format are being used is to explain a code and then have students respond with the code. For example:

Directions: For each of the following statements you will have the same choice of answers:

Strongly Agree (SA)

Agree (A)

Undecided (?)

Disagree (D)

Strongly Disagree (SD)

Read each statement and circle one of the answers to show how you feel about it.

- | | |
|-----------------------------------|---------------------|
| 1. Young children annoy me. | SA A ? D SD |
| 2. Most children are lovable. | SA A ? D SD |
| 3. Every child should have a pet. | SA A ? D SD |

Validity:

Questions should provide an opportunity for the widest possible range of feelings to be expressed. Questions should appear to be related to the objective for asking them. The above questions about children were designed to stimulate examination of attitudes about children. To use the answers as some kind of inference about creativity in design would not appear valid or fair to the person responding to the questions. Sophisticated test-makers might use such techniques but they are not helpful for the classroom teacher.

Reliability:

It is very difficult to make attitude measures reliable. The individual's response at any given time is influenced by so many personal factors which change continuously that he may never feel exactly the same way twice about a specific issue. Clear straight-forward wording of questions and directions minimizes this problem as much as possible.

Usability:

With careful design, answers are quick to find and score. Relatively short time is required to construct the questionnaire or to complete it.

The teacher tends to use questionnaires for specific purposes with specific classes in mind. Therefore, reuse may be limited.

Evaluation Situations:

Development of attitudes and values, feedback for teacher on reaction to classes.

C. PENCIL-AND-PAPER MEASURES OF LEARNING

These include the traditional forms of testing most frequently experienced by students. Their use should not be shunned completely by the home economics teacher. They should be used where they will appropriately measure the kind of learning students are being exposed to.

The common forms are: multiple choice, matching, short answer questions, essays.

True-false questions measure random guessing ability as much as they measure learning. Since we do not commonly teach for random guessing development in our culture we should not evaluate for it. Educated guessing we do encourage and this skill is measured with the

multiple choice format.

MULTIPLE-CHOICE QUESTIONS

Multiple-choice questions are composed of a stem and a group of distractors. For example:

Directions: For each question, choose one answer and write the corresponding letter on line to the right of the question. There is no penalty for incorrect answers.

The "folding method" is used for:

- a. rolling up ham slices
- b. transferring pastry on rolling pin from board to plate
- c. combining egg yolks and whites for omelette
- d. scrambling eggs while cooking
- e. whipping cream

A minimum of four distractors reduces reward for guessing. Grammar should be correct for all distractors completing the stem. Distractors should appear one under the other rather than in run-on lines. A blank to the right for the answer is easier to score than a circled letter - both systems are commonly used. Directions should clearly state whether or not wrong answers will be penalized. Since this practice discourages educated guessing, it is not recommended. The teacher must be sure there is only one correct answer for each question.

Validity:

Questions must cover the subject as taught in a thorough manner.

Reliability:

This form is highly reliable if there are no trick questions or ambiguous wording or if the teacher is not biased by her opinions of the students while scoring.

Us ability:

This form is quick to score but slow to prepare. All copies must remain out of reach of students if any questions are to be reused.

MATCHING QUESTIONS

Matching questions provide variety in a paper-and-pencil test but would never be used exclusively. In its simplest form, the question includes two lists of items and instructions for matching each of the items in list 1 to one of the items in list 2. Each list should be homogeneous. To avoid a forced choice for the last blank, more items should appear in the supply list than in the response list. For example:

Directions: For each term in list A, find a color combination in list B that is an example of it and write that letter in the space provided. You may use a color combination for more than one term. There is no penalty for incorrect answers.

List AList B

- | | |
|---------------------|------------------|
| _____ monochromatic | a. orange-yellow |
| _____ analogous | b. yellow-blue |
| _____ complementary | c. maroon-red |
| | d. yellow-violet |
| | e. green-violet |

Validity, reliability, and us ability are the same as for multiple-choice questions.

SHORT-ANSWER QUESTIONS

Short-answer questions are used in preference to essay questions because they require less time to answer and students can therefore respond to more questions in a given period of time. To avoid poorly-worded questions, the teacher should make up a scoring key as the questions are being composed.

Validity:

Same as for multiple-choice questions.

Reliability:

This form has low reliability unless the teacher makes up a complete scoring key before starting to evaluate the answers.

Us ability:

This form is quick to make up but slow to score. Questions must be guarded if they are to be reused. Since they are easy to construct, many teachers do not try to save this kind of question for reuse.

ESSAY QUESTIONS

Essay questions that have been carefully worded may provide a meaningful learning experience for students. A thoroughly developed scoring key must be constructed to provide feedback to the teacher as to clarity of wording of individual questions.

Validity:

Essay questions involve the student in depth thinking in selected areas. Therefore, if they are used exclusively, they are not a fair measure of learning.

Reliability:

Interpretation of what the student intended is the problem in scoring essay questions. Without a key, the scorer could not

possibly evaluate the same essay the same way twice. (This is one method of proving reliability.) It is difficult to score essays without being influenced by one's preconceptions of the writer.

Us ability:

Quick to prepare, slow to score. Questions are not usually repeated since they can easily be remembered after a test - there is no way to guard them for future use.

GENERAL GUIDELINES FOR PENCIL-AND-PAPER TESTS

Tests must be easy to read - many ditto copies are not.

Adequate space should be left for answers.

Method of grading should appear on the test.

Space for name, class, and date should be provided.

Instructions should be prominent and clearly worded.

SPECIAL ISSUES IN EVALUATION

A. Grading for Progress

Traditionally, our system is built on assigning grades that represent standards achieved and/or class rank. The problem of rewarding the student who makes progress but still does not reach a high level of performance is one which plagues home economics teachers especially.

One way out of this dilemma is to assign a portion (possibly one-third) of the total grade for progress. Initial measures must be made of all students. Final measures using the same instrument, or a very similar one, then give an indication of student growth. Rating scales are especially suited for such a measure. However, pencil-and-paper tests can also be used. Last year's final test could be used as this year's pretest. Then a comparable form

constructed for post-testing could be used at the end of the course.

B. Contracting for Grades

Students are now demanding the right to participate in educational decisions concerning them. Encouraging students to contract for grades is an excellent way for them to take some responsibility.

There are basically two contract variations:

1. The teacher sets the terms for each possible grade; the student contracts for a specific grade and then meets the terms.
2. The student sets the terms for a specific grade, with the teacher's approval, and then meets the terms.

Contracts are business-like and help orient the student to reality. He learns not to overcommit himself (contracts and deadlines, if made, are binding); he also learns not to undercommit himself (a contractor does not get paid extra for building a better house). The student is forced to plan ahead. For a contract to be well-defined, the terms must be clearly outlined. This clarification step is usually the biggest hurdle in starting any project. Gone is the anxiety that hinders many students from doing their best work. They know from the beginning of a project what their final grade will be.

Rating scales lend themselves particularly well to teacher-set-terms of contracts. Students should be expected to identify a narrow range of the total score that they will contract for.

The emphasis with contracts is on learning; work is improved upon until the established goal is reached. It is the intrinsic learning itself that becomes important. And this is indeed a worthy outcome of any evaluation.

CHAPTER FIVE

CLASSROOM MANAGEMENT

Every classroom is different because it is affected by the type of students, the aims of the school, and the timetable organization. In spite of these differences, the principles of good management in the classroom are basically the same. The teacher is the key to her own success through her ability to set goals and accomplish ends.

To have a smooth running operation and a room to be proud of, the teacher must first plan and organize her own time and set out the aims for her program. Students will respect her and be inspired by:

1. a well-groomed, attractively dressed teacher.
2. an atmosphere of friendliness and acceptance where the teacher understands her students and can communicate with them freely.
3. an orderly, clean room.
4. eye-catching bulletin boards, clever decorations, and home-like arrangements in the room.
5. a feeling of personal accomplishment in the program.

The Daily Plan:

The teacher's long range plan and daily plan are essential. Be prepared to cope with unusual circumstances and unexpected problems that arise. The teacher needs to constantly consider making the best use of students' time.

1. Set realistic goals that are clear to the students as well as the teacher. Let students share in the plans and help decide on choice of activities.
2. Consider the age group, capabilities of students, and the number of weeks available for the unit.

3. Organize the resource material on hand.
 - Be familiar with the content in the library books of your room and other resource material in the system.
 - Collect files of newspaper clippings, magazine articles which are relevant, records, and films that will enrich the program.
4. Special projects, such as field trips, teas, and use of resource areas should be booked ahead, and the dates and assignments recorded by students and teacher.
5. Good organization by the teacher sets a standard for the students.
 - neatly organized cupboards, drawers, etc., including teacher's desk area.
 - organized work schedules within time allotment, and good housekeeping routines.
 - defined standards of cleanliness.
 - defined areas of student responsibilities.
6. Daily activities and market orders should be well planned a week ahead.
7. Management of program within the financial budget
 - Skillful use of perishables and other supplies to demonstrate good economy will set a model for the class.
8. Evaluation of class materials by students and teacher will help decide what is worth keeping and what should be discarded.

The teacher is looked upon not only by the students, but by the principal, staff, and parents as a model of what Home Economics represents. Students quickly size up the teacher and know whether she is bluffing. The teacher's attitude is displayed by what she says to others and how

she interacts socially. Do not be afraid to let others know about the accomplishments of your students and programs, but don't preach. Co-operation with the staff, caretaker, and community will set a good climate for the development of Home Economics in your school.

The Home Economics teacher is responsible for the safety, care, replacement and use of all equipment in her room. A set of guidelines for the staff and students who may use the room outside of regular class time should be prepared in co-operation with the principal, and understood in your school.

CHAPTER SIX

CREATING AN ATMOSPHERE

The home economics classroom is an ideal environment in which natural graciousness and good manners may be developed. This may be achieved, in part, by formal lessons in which students are provided with basic information on how to behave in various social situations. Equally important is the classroom atmosphere created by the teacher through her own attitude towards her students and her **everyday** example in both manner and appearance. In other words, good manners may be "caught" as well as "taught".

Concern and consideration for the student should be shown. In an atmosphere of consideration for others, the student can come to possess an aura of unselfishness and a sense of ease synonymous with charm.

The ability to laugh at oneself is good. To find humour in some situations is often a good solution to some problems.

Encourage the student to take an interest in the Home Economics room. Showing respect for public and personal property is a worthwhile training toward maturity.

Emphasize that it is not what we have that counts, but what we are and how we act. Money cannot buy good character and good manners.

When in doubt as to the correct thing to do in a certain situation, ask the question, "What would be the kind thing to do?". Courtesy consists of thoughtfulness and consideration for others. Be flexible and make use of "spur of the moment" happenings to illustrate the importance of good manners.

Remember that a neat, attractive, and orderly classroom is more conducive to a pleasant, friendly atmosphere which, in turn, can be a forerunner to the application of good manners. Pleasant classroom atmosphere can be achieved without the use of shouting or other rude tactics. The manner in which the class arrives and dismisses can be an exercise in the use of good manners.

When addressing a student, use his/her given name and expect the same courtesy for the teacher. The magic phrases "please", "thank you", "You are welcome", and "May I" are by no means obsolete.

The role of hostess for the room may be played in turn by a student. This will give practice in greeting guests, taking their coats, making introductions, and generally making them feel at home. This home-like atmosphere facilitates the development of good manners, poise, and confidence.

CHAPTER SEVEN

ORGANIZATION OF A HOME ECONOMICS DEPARTMENT

Underlying Principles that should be considered when setting up a Home Economics Department:

General purpose rooms are provided where one teacher teaches junior and senior high school home economics and separate rooms are usually provided in larger schools for Clothing and Textiles, for Food Science, and for Modern Living. The Modern Living courses may be taught in other rooms in order to accommodate students.

Simplicity, convenience, comfort, and attractiveness should be the keynote. The application of sound principles of home management is as important in planning for the teaching of homemaking in the school as it is in the home.

The shortness of class periods, the variety of activities, the different individuals and groups using the Home Economics Department all serve to emphasize the need for careful planning.

The choice of equipment should be based on the general economic status of the community in which it is to function, equal at least to the average home in the community, but at the same time, the future betterment of homes in general must always be kept in mind since the school may act as a medium through which a community is influenced toward better living conditions. The aim should be a Home Economics center of which the whole community can be justly proud.

Expensive and fashionable furniture is not essential, as an attractive room can be planned around simple pieces of furniture and hangings which can be made or refinished, requiring ingenuity rather than expense.

Points to Remember:

1. Heights of working surfaces to suit pupils.
2. Adequate storage space for:
 - (a) food supplies and equipment.
 - (b) sewing supplies and equipment.
 - (c) home management supplies and equipment.
 - (d) storage space for student uniforms and garments under construction.
3. Floor - comfortable to stand on, quiet to walk on, and easy to clean.
4. Flat seated chairs are essential. Stacking auditorium chairs are not suitable.
5. Either electric or gas stoves are suitable.
6. Special prices are offered by most companies selling appliances for home economics.
7. All electrical outlets should be on a master switch with warning light so that when the teacher leaves at night all power may be turned off.

Suggested Equipment for Home Economics Classes of 16 - 20 PupilsKitchen Unit

Four students work in a unit kitchen. Equipment listed is for one unit kitchen. A laboratory may have two or more unit kitchens depending upon the needs of the particular school. Similar equipment must be supplied for each unit kitchen.

- | | |
|-----|--|
| 1 | Stove, electric or gas, apartment size |
| | Cupboard, built-in with work space |
| 1 | Kitchen table |
| 1 | Double sink |
| 1 | Garbage pail |
| 2-4 | Sifters, triple |
| 1 | Dish pan, plastic |
| 1 | Draining pan or rack |
| 1 | Soap dish |
| 1 | Tea Kettle |
| 1 | Tea pot |
| 1 | Coffee pot |
| 4 | Cookie sheets (9 x 12) |
| 4 | Cookie cutters |
| 1 | Strainer |
| 1 | Lemon reamer |
| 2-4 | Rolling pins |
| 1 | Cake tin (8" square) |

- 2 Layer cake tins
- 4 Frying pans (small)
- 1 Frying pan with lid (medium size, heavy)
- 4 Service plates
- 4 Individual pie plates (small size)
- 1 Pitcher
- 2 Egg turners
- 1 Potato Masher
- 4 Measuring cups (wet)
- 4 Measuring cups (dry)
- 4 sets Measuring spoons, metal
- 2 Egg beaters with nylon gears
- 4 Muffin tins
- 1 Grater set
- 1 set Salt and pepper shakers for kitchen
- 4 Paring knives
- 1 Vegetable peeler
- 4 Metal spatulas
- 4 Rubber spatulas
- 1 Butcher knife
- 1 Bread knife
- 1 Chef knife (8")
- 1 Serrated edge knife (for citrus fruit)
- 4 Knives
- 4 Forks
- 4 Tablespoons
- 4 Teaspoons
- 4 Double boilers (small aluminum preferred)
- 1 Double boiler (large) with lid
- 8 Custard cups
- 4 Wooden spoons (medium size)
- 1 Can opener, wall type
- 1 Stew pot (with cover)
- 4 Mixing bowls (medium size)
- 4 Bake boards (built-in if possible)
- 1 Chopping board
- 1 Pyrex casserole (7" x 8 3/4")
- 4 Pyrex casseroles (small)
- 2 Vegetable brushes
- 2 Sieves
- 2 Perforated spoons
- 2 Meat forks (large)
- 1 Tray for serving tea
- 1 Canister set
- 1 Angel cake pan 10" with removeable bottom
- 4 Loaf pans (small size)
- 4 Bowls (small)
- Towels and dish cloths
- 1 set for 4 Plastic or utility type place mats and napkins
- 1 set for 4 Pottery or breakfast type dishes - cups and saucers, supper-size plates, soup bowls, dessert dishes, bread and butter plates.
- 4 Glasses

- 2 pair oven mitts
- 1 Apple corer
- 4 cutlery trays
- 1 Vegetable brush
- 1 set Individual jelly moulds
- 1 Paper towel dispenser - for standard stock size paper
- 1 potato masher
- 2 pastry blenders
- 1 pastry wheel
- 1 pastry brush
- 1 pastry & pie server
- 1 electric portable hand mixer
- 1 8" tongs
- 1 flour scoop
- 1 funnel (small)
- 1 kettle

Kitchen Equipment For Whole Class

- Oven and other food thermometers
- Roasting pan
- Tea Service
- 1 mix master
- 2 electric toasters
- 1 bread tin
- 1 meat grinder
- 1-2 Utility tables (on casters)
- 1 Garbage disposal can (large size)
- 1 dishwasher
- 1 refrigerator (with freezer unit) self-defrosting
- 1 electric wall clock

Equipment For High Schools

- 1 Deep fat fryer - pot and basket
- 1 Fondue set - stand and pot
- 16 Fondue forks
- 1 Enamel lined steamer
- 1 Freezer
- 1 Canning Equipment
- 1 Pressure Cooker
- 1 Blender
- 1 Coffee percolator - electric
- 2 electric frying pans 12" - immersable
- 1 Dutch oven

Equipment For High School (Continued)

- 1 Waffle and sandwich toaster
- 1 Cake decorating set
- 1 cookie press

Dining area to serve whole class

- 1 Buffet (Built-in or bought)
- 1 Dining table
- 6-8 Chairs to match suite
- 1 set for 8 Dishes of a good design (open stock pattern is recommended.)
- 1 set for 8 Flatware - to include salad forks, butter spreader, serving forks and spoons
- 1 set for 8 Glassware- Sherbet dishes, water glasses and fruit glasses.
A variety of small dishes for serving relishes, etc.

Large salad bowl and servers
Salt and pepper shakers
Vases - a variety

- 1 Serving tray
- 1 wicker bread basket

Linen

- 1 Dinner size table cloth and matching napkins (Easy Care Fabric)
- 1 Set cloth place mats and napkins
- 1 Set hot pads to protect table when serving

Laundry Unit

- 1 Automatic washer
- 1 Automatic clothes dryer
- 1 Ironing board
- 1 Sleeve board
- 1 Clothes horse or rack
- 1 steam iron

Housekeepers Unit

- 2 Dust mops
- 2 Brooms
- 1 Dust pan
- Supply of cloths, grey flannel dusters
- Cupboard for storage
- Polisher (recommended and desirable if possible)
- Vacuum cleaner (recommended and desirable if possible)

Modern Living or hospitality area

Tables - Light weight, easily moved. Ex. Trapezoidal

Chairs - Flat seated for the whole class

Audio Visual equipment - including tapes and tape recorder,
and opaque projector

If Modern Living is to be taught in a separate room a demonstration
or kitchen unit and demonstration or sewing unit would be helpful.

Magazines and book rack

Display case

Lamps, vases and plants.

Library Books

Some should be added each year - check primary and supplementary
reference list in the curriculum guide.

Clothing and Textile - Sewing and study area

Space for storage should be provided for, a) students property,
b) teachers property, and c) department.

Lighting: Good general lighting plus provision for close work
which requires 50-foot candles.

Provision of A.V. blinds for use of film and other projection
equipment.

Ventilation: Quiet circulation of heat and air. Must be even-
ly controlled.

Fitting space: Provision of area for the trying on of gar-
ments. Mixed classes complicate this problem. Three-way mirrors
on wardrobe doors (with curtain that can be drawn across)

Storage space: Flexibility and variety is the keynote.

Library material

Garment storage

Charts and other visuals

Exhibits and samples

Sewing machines: The number will depend upon size of classes but
one for every two students is recommended. One per student is
ideal.

Chairs: Flat seated chairs to seat the whole class.

Tables: Sufficient sturdy tables with metal tops with resistant
tops for full class. Large enough to seat four students per
table. Shape should be rectangular or trapezoidal.

Teacher's desk or demonstration unit, and chair

File cabinet - legal size.

Floors: There is a variety of coverings available. Concern must be for comfort while standing, easy care, light in color but not slippery, does not mark or mar with footprints.

Sink and water supply and access to washing and drying equipment.

Ironing boards and sleeve boards: The built-in variety is both safer and easier to handle. If portable variety is to be used then concern must be for how it relates to the floor covering, the handling of materials on it. An ultimate concern is for safety and good work habits.

Overhead projector, screen.

Filmstrip or slide projector

Suggested Equipment for Sewing

Suggestions for equipment for clothing and textiles.

<u>Jr.</u>	<u>Sr.</u>	<u>High</u>	<u>Small Equipment</u>
<u>Level</u>	<u>Level</u>	<u>Level</u>	
1, 2 & 3	10,20,30		
	3		Microscopes and slide materials (Low power - high power)
3	3		Irons - dry/steam combination
-	1		Iron - dry
✓	✓		Distilled water or chemical softener
-	2		Point Presser
-	2		Pressing cheese
-	3		Pressing ham
-	3		Sleeve roll
-	3		Pounder (Clapper)
3	6		Selection of pressing cloths
2	3		Sleeve boards (Built-in ironing board)
-	2		Skirt board
	2		Needle board
8	10		Zipper feet, slipper adapter for invisible
3	3		Buttonholder
	2		Machine attachments - Basic kit, if required for machine.
	6		Roller foot
8	8		Scissors - shears
6	6		Scissors - inexpensive for paper
1	2		Scissors - buttonhole
2	3		Pinking shears

<u>Jr.</u>	<u>Sr.</u>	<u>High</u> <u>Level</u>	Small Equipment
Level	Level		
1, 2 & 3	10, 20, 30		
2	2		Hem markers - chalk and/or pin
2-4	2-4		Yardsticks - (Metal is superior)
1	3		Squares - dressmakers, carpenters
5	12		Tape measures
	5 yards		Weighted drapery chain
2	12		Tracing paper, wheels, tailor's chalk
-	3-6		Models - Junior, Misses
-	1		Half scale model
-	5		Basic patterns all sizes, all figure types
✓	✓		Basic fitting shells
	set		Color collars
✓	✓		Illustrative materials for construction and consumer units.
6	6		Rippers (Dritz)
1	1		Clothes brush
✓	✓		Sewing machine needles.

CLOSING THE HOME ECONOMICS DEPARTMENT FOR THE VACATION

PURPOSE

1. To conserve the furnishings, equipment and tools of the department.
2. To leave the department in good working condition for the next year.
3. To leave rooms in suitable state for work of the maintenance staff.
4. To provide a guide for following years, based on past experiences.

PROCEDURE

SUPPLIES AND EQUIPMENT

1. Dispose of all perishable supplies, as well as oily cloths and matches.
2. Clean storage cupboards, drawers, book cases and other containers.
3. Discard damaged china, glass, tools, and out-dated books and fabrics.
4. Clean and polish furniture and painted woodwork.
5. Have draperies cleaned, if necessary. Store in labelled parcels or garment bags.
6. Kitchen and dining room linens should be mended, laundered, and stored.
7. Clean and oil sewing machines. Have machines serviced if they need it.
8. Clean ovens, burners, and surfaces of ranges.
9. Empty and clean refrigerator. Leave idle as directed by manufacturer.
10. Protect laundry equipment.
11. Thoroughly clean cooking utensils and housekeeping tools.
12. Have all equipment and tools put in first class repair.
13. Pictures, charts, and ornaments should be taken off the walls.
14. Small items that normally hang should be placed under cover.

REPORTS AND RECORDS

The following should be filed in the School Office, or the Home Economics Department.

1. Up-to-date inventory of equipment.
2. Register with records of pupils enrolled in the department for the past three years.
3. Outlines of study in each grade with notes on procedures.
4. List of expenditures for supplies and minor equipment. Food costs should be broken down to show cost per pupil.
5. Record of films shown, field trips taken, special talks and projects.
6. File of School Board and Department of Education communications.
7. Comments to a new teacher, or for recall after vacation to help deal with administrative problems.

GENERAL

1. Return all borrowed items.
2. Recommend replacements and additions based on an orderly plan.
3. Review files. Discard and bring up-to-date.
4. Arrange to shut off electric power and gas if so advised.
5. Leave all keys, clearly labelled, in School Office.
6. Check with Post Office to help ensure school mail will be delivered for the Fall term.

SCHOOL.....

EQUIPMENT AND FOOD INVENTORY

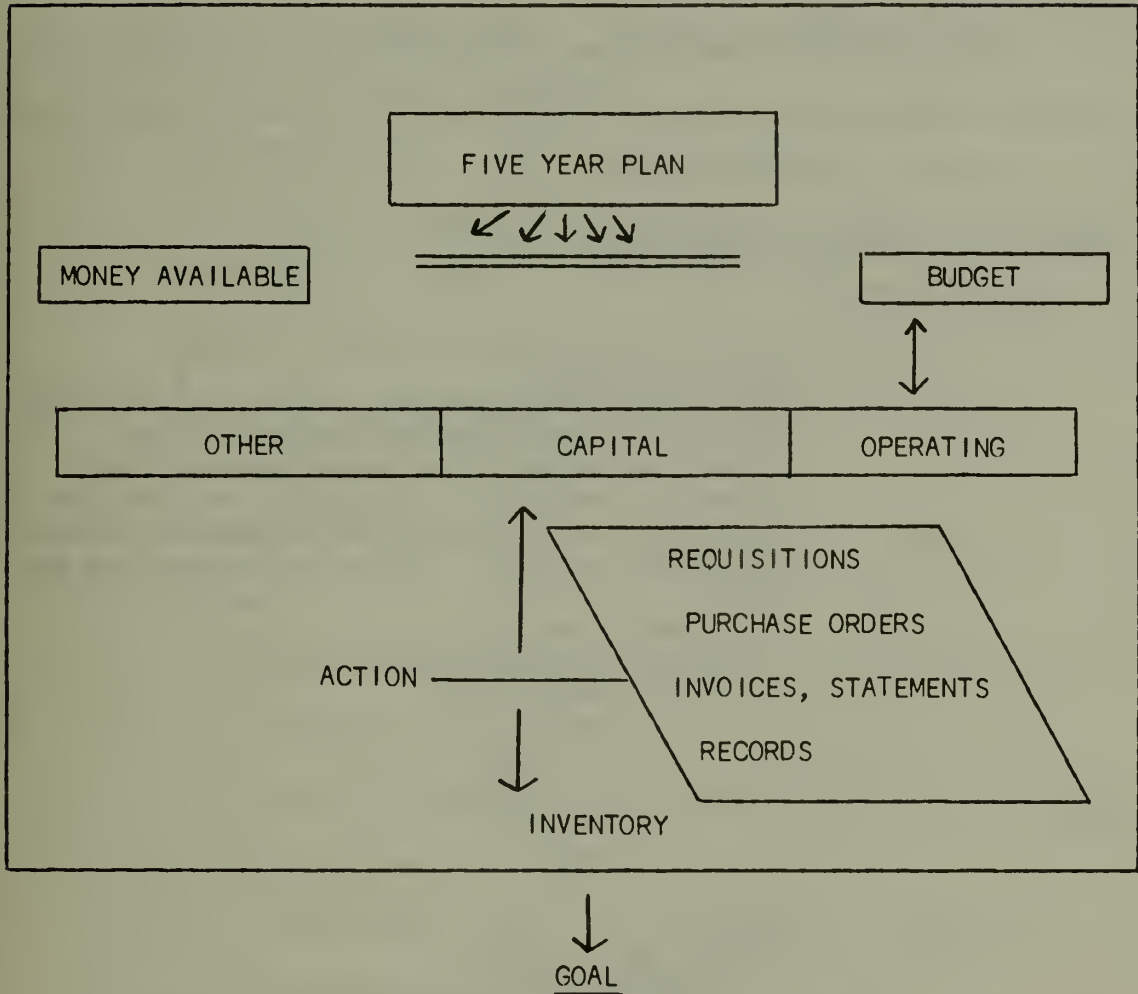
[illegible]

*CONDITION ✓ GOOD, O REPAIR, X REPLACE

CHECKED BY.....
DATE.....

CHAPTER EIGHT

A PLAN FOR FINANCIAL MANAGEMENT FOR HOME ECONOMICS



GREATER EFFICIENCY

STUDENTS LEARN BY
EXAMPLE

FINANCIAL MANAGEMENT OF THE HOME ECONOMICS DEPARTMENT

Since management means intelligent decision-making - the using of resources to meet desired goals - then financial management is the use of money to meet objectives.

Although Home Economics has a long history associated with the ability to manage, this outline is provided to help teachers apply the tools of business to the classroom.

CHECKLIST FOR FINANCIAL MANAGEMENT

1. Sources of Money

- | | | |
|---------------------------|-------------------------------|--|
| <p>_____</p> <p>TOTAL</p> | <p>a.</p> <p>b.</p> <p>c.</p> | <p><u>Budget Allotment:</u>
 Just as business prepares a budget to apportion proposed expenditures, each school system prepares a budget of estimated costs. Since there is a variety of categories used, enquire from the principal about the proposed allotment and school policies. The following headings may apply:</p> <p>_____ Home Economics
 _____ Other Categories as:
 _____ maintenance
 _____ repair
 _____ building
 _____ furniture
 _____ library
 _____ media
 _____ other</p> <p><u>Charges to Students:</u>
 _____ Caution fees
 _____ Rentals of textbooks, library, aprons
 _____ Supplies
 Breakages
 Other</p> <p><u>Money-raising Activities:</u>
 _____ Sale of Goods
 _____ Raffles
 _____ Fashion Shows, teas, etc.
 _____ Others</p> |
|---------------------------|-------------------------------|--|

2. Expenditures

The most effective decisions to spend the money available will be in tune with the objective desired. When there is more than one teacher in a department, or if there is a rapid succession of teachers, the effectiveness of the entire program suffers if careful planning has been overlooked.

a. LONG RANGE PLANS - possibly a 5 year plan.

The gradual achievement of goals is assured when plans and priorities are established on at least a five year basis. Of necessity the plans made must be flexible enough to allow for change in enrolment, staff, courses offered, and policy.

b. IMMEDIATE PLANS - BUDGET.

The annual budget gives an estimate of how the money will be divided.

i. Capital Expenses refer to items as equipment which will be added to the inventory.

ii. Operating Expenses include expendible materials which are used up.

iii. Maintenance, repair, and replacement. These may or may not be included in the budget.

iv. Media and library materials may be separate, but must be requested.

c. PUTTING THE PLAN INTO EFFECT.

The methods by which materials are obtained will vary from school system to school system, so the teacher will have to find out the routine by enquiry from the principal. The method below is included as a guide.

i. Requisitions or requests.

Each system will have developed a method by which the teacher itemizes needs. ALWAYS MAKE ONE CARBON COPY FOR YOUR OWN FILES.

ii. Purchase orders are a means of granting the teacher permission to make the purchase.

iii. On receipt of a shipment of goods, check it with the bill or invoice then sign it to indicate that it has been checked. This is an important business paper so be certain it is turned into the proper authorities for payment.

iv. Records of Purchases.

Develop a system of recording purchases. These are invaluable for preparing the next budget. Also the record provides information necessary for re-ordering. Capital expenditures should be kept separate from the operating expenses to facilitate adding them to the inventory. (See suggestions which follow.)

3. Other Valuable Records

The difference between very efficiently organized rooms and others will depend upon whether or not the following records are used.

a. INVENTORY.

Develop an efficient method for inventory. Students like to help, and it provides an excellent means for returning the room to order. Regular inventory by the term or the semester helps to keep check on the count and the condition of the equipment. When replacement is needed, time is required for re-ordering. (Suggested inventory sheets are shown later.) Try to organize the inventory pages or cards according to the usual method of

storage. This is easier to do in small units and also permits the inclusion of the regular day to day checking.

b. FLOOR PLANS AND WALL PLANS.

A scale drawing is an invaluable tool for remodelling or rearranging the room. It also provides an organized system for identifying various storage areas. When used in conjunction with inventory it is a tool for locating the storage area.

c. COST ACCOUNTING

In the final analyses the cost of operating a course is calculated in terms of student enrolment. This provides a figure to help the teacher estimate the cost of operating classes where a large percentage of the purchases are expendible.

EXAMPLE:

Food Science 10: To include cost of:

Laboratory work per student	=	\$	_____
Demonstration per class	=	\$	_____
Meal work per student	=	\$	_____
TOTAL FOR CLASS PER YEAR	=	\$	_____
COST PER STUDENT PER YEAR	=	\$	_____

The budget per student could be calculated on the basis of the allotment decided by each school system.

4. Suggestions

Utilize every possible tool available to label and identify equipment. DYMO tape markers are ideal for numbering cupboards. Enamel paints or spray enable color coding of kitchen equipment. Waterproof felt pens provide permanent means for linens and plastics and metal equipment. If occasionally used items are stored in the original box on which the pieces are listed there will be fewer parts missing.

CHAPTER NINE

SUGGESTIONS FOR "ACTIVITIES" ACCORDING TO CONCEPTS AND GRADE LEVEL

FOOD SCIENCE

Level 1:

A. Significance of Food.

1. Food nutrient bee - flash food pictures to teams so they will determine foods high in protein, fat, CHO.
2. Teacher holds up kitchen utensil and students write down proper name.
3. Find out all the information a recipe offers by examining a recipe.
4. Learn proper place settings in table arrangements.
5. Discuss safety features in the kitchen.
6. Prepare breakfast foods - appetizers, egg dishes, beverages.
7. Compare diets of students in class and keep track of eating habits for a week.
8. Examine the flavor and food value of a particular food in various forms, e.g. canned milk, milk powder, whole milk, condensed milk.

B. Nature of Food.

1. Prepare appealing ways of serving breakfast appetizers.
2. Perform experiments on food to determine the effect of temperature, age, season, and environment, e.g. bread, meat.
3. Experiment with recipes to determine why failures occur. e.g. overmix and undermix muffins, compare a prepared mix to a standard product.
4. Have students prepare a snack or breakfast and invite a guest

(teacher, mother, another student). Keep track of grocery cost.

C. Provision of Food.

1. Obtain magazine pictures of food and classify according to perishable, staple, semi-perishable.
2. Give each student a piece of equipment to research and report to the class on proper care and cleaning.
3. Collect pictures which suggest good etiquette.
4. Plan a simple snack and invite a Grade 1 class in to enjoy it.

Level 2:

A. Significance of Food.

1. Discuss ethnic backgrounds of students according to food choice. Prepare a characteristic dish at home and bring to class.
2. Discuss planning and packing of lunch boxes.
3. Write meal patterns for breakfast, lunch, dinner.
4. Discuss alternatives for basic foods. e.g. cheese, beans, eggs instead of meat.
5. Prepare a luncheon meal and evaluate in terms of time, money, and nutritive value.
6. Prepare various egg dishes which incorporate Canada Food Guide requirements.
7. Prepare a variety of salads to show how fresh and cooked fruit and vegetables can add a new dimension to meal planning.
8. Discuss and prepare suitable luncheon desserts. e.g. apple crisp.
9. Prepare a buffet luncheon and invite a guest.
10. Play "food rummy" with a deck of cards using the rules of rummy but give each card the name of a food and the aim is to set up balanced meals.

B. Nature of Food

1. Evaluate menus in terms of flavor, interest, appeal.
2. Prepare mild and strong flavored vegetables to determine correct cooking methods.
3. Examine grocery lists available in newspapers or visit a grocery store to find all the ways a particular food is available.
4. Panel discussion on "Why People Eat Certain Foods."
5. To teach the following physical processes, these food suggestions could be used.

a. Heating - cakes	d. Agitating - meringue
b. Cooling - simple puddings	e. Chopping - coffee cake
c. Evaporating - vegetables	f. Dissolving - candy

C. Provision of Food.

1. Compare quality and price of various mixes on the market.
e.g. cake mix, biscuit mix.
2. Compare the amount of goods available in canned and frozen or refrigerated - visit a grocery store
- read newspaper grocery ads.
3. Study convenience foods available.
4. Collect labels on canned and frozen goods.
5. Check different grades by sampling and viewing contents.
6. Make fruit and nut breads studying the natural and milling qualities of cereal products. Relate to storage and handling of fresh and canned fruits, eggs, cereal products in the home.

Level 3:

A. Significance of Food.

1. Make some foods to serve as ice breakers at a party. e.g. pizza
2. Plan to invite mothers or another class to view displays of food from another culture.
3. Make pies using different fillings. Experiment using different types of fat in pie crust. e.g. a) oil, b) lard, c) shortening, d) margarine.
4. Prepare puddings and desserts using egg and milk and compare nutritive value with pies.
5. Study weight watcher diet for nutritive value.
6. Study student's daily diet and analyze.

B. Nature of Food.

1. Perform tests on food. to determine protein, fat, CHO content.
2. Prepare meat dishes using moist and dry methods of cooking.
3. Demonstrate use of garnishes to add eye appeal.
4. Prepare a dinner working within a budget.
5. Cook red cabbage with alkali base and acidic quality to water.
Note color change.
6. Overcook peas and note color and nutritive change.
7. Cook potatoes in different methods and note physical changes.

C. Provision of Food.

1. Check cost variations between fresh, frozen, and canned goods from newspaper ads collected in summer and winter.
2. Study of food packaging and the variations found on the market within a certain type of product. e.g. cereal. Compare prices of different brands.

Level 10:

A. Significance of Food.

1. Discuss changing food habits and why we eat the way we do.
 . . *NUTRITION FOR TODAY* by E.C. Robertson, McClelland-Stewart.
2. Study weight control aids on market and determine their composition and nutritive value.
3. Visit places where meals are prepared on a large scale. Find out how meal patterns are set up. e.g. hospital, cafeteria, restaurant.
4. Collect pictures of meals and analyze for sensory quality.
5. Find out particular dislikes in food of students and try to determine reason for it. If possible prepare food to show how it can be made appetizing.

B. Nature of Food.

1. Discuss sugars available on market. Visit grocery store or have samples to view. Prepare recipes substituting sugars to discover each sugar's properties.
2. Test foods for the presence of starch. Prepare foods containing starch to note characteristics.
3. Study butter and butter substitutes (e.g. margarine). Prepare foods containing different types to see their effect on the product.
4. Study meat trends. Find out why prices vary, who sets prices, labelling practices.
5. Study cereal crops, resulting products and prepare foods using various cereal bases. Compare nutritive value.
6. Examine vegetable groups. Perform experiments to show how

nutritive value can be destroyed, color appeal lost, and taste impaired, by poor cooking practices.

7. Take a food and perform various physical processes. e.g. apple - chop, dice, emulsify, heat, freeze, puree. Analyze result.

C. Provision of Food

1. Have grocery manager in to discuss changes in types of food carried by store in last 5 years.
2. Relate the sub-concept of production to this area of consumer practices in the study of pre-packaged and conventionally made foods. Tabulate food costs, and the various forms available. Determine which convenience foods should be used over conventionally prepared items.
3. Visit a meat packing plant, wholesale grocery outlet to see how food is handled on a large scale. Note storage and safety features which ensure wholesome food.
4. Plan the most ideal way to store kitchen equipment.
5. Determine basic equipment needed in a kitchen. From a price list determine a minimum cost.
6. Prepare foods which would contain sufficient protein yet be suited to low-income families.
7. Make casserole dishes which would contribute variety to diet but use left-overs.
8. If weather permits, plan a barbeque to find out all the foods which could be done by this method.
9. Prepare a variety of low and high cost desserts. Consider eye appeal in low cost desserts.
10. Prepare a buffet to incorporate a specific theme.

Level 20:

A. Significance of Food.

1. Examine beef structure, composition and processing of meat cuts. Relate to veal, pork, and variety meats. Prepare dishes using various meat cuts.
2. Examine fish and wild game cooking processes and composition. Discover any grading systems and compare nutritive value to beef. Prepare fish using various cooking methods.
3. Study spices available on market. Note flavor.
4. Examine milk composition, structure, and types. Make products using different types of milk.

B. Nature of Food.

1. Prepare jams or jellies. Note gel strengths, foams in gelatin and reasons for poor results.
2. Prepare crystalline and amorphous candy.
3. Compare reaction times of various leavening agents. Make products using these agents. Also substitute different leaveners and note results.
4. Study the principles of batters and doughs in relation to leavening agents.
5. Learn canning methods and proper techniques to avoid spoilage.
6. Prepare pie crusts using a variety of fats and compare results.

C. Provision of Food.

1. Study the influence of T.V. on consumer buying practices. Determine money used in T.V. advertising.
2. Find out which brands are purchased by a grocery store and study cost variations.

3. Have a District Home Economist or District Agriculturalist speak on local buying practices and homemakers problems associated with food.
4. Write "Better Business Bureau" for literature available on buying practices of consumers.
5. Study food fallacies and try to initiate a program of re-education in the community.
6. Study the role of food additives.

Level 30:

A. Significance of Food.

1. Integrate world food problems with social studies. Have social teacher as guest speaker. Note films from N.F.B.
2. Discuss problem of wheat surplus in world.
3. Relate the standard of living in Canada to a country of low economic background.
4. Study nutrition deficiencies and their influence on longevity.
5. Study the biochemistry involved in digestion and absorption of fats, proteins, and CHO.
6. Study diets necessary for various physical, emotional disorders - e.g. ulcer, gall bladder, diabetes, heart.
7. Plan an overnight campout where students must plan and prepare all meals over an open fire. Make students aware of modern conveniences which decrease work load.

B. Nature of Food.

1. Determine how foods are fortified and enriched. List products which have been enriched or fortified and determine amounts.

Examine daily food requirements to determine whether nutritive needs are met.

2. Learn about new foods on the market and prepare dishes.
3. Study foods that will be used as substitutes for natural food products. e.g. soy bean.

C. Provision of Food.

1. Students work in groups to prepare a lesson on a food choice using conventional and convenience foods. Compare time and money necessary in each instance.
2. Study food prices over a month. Visit stores on a weekly basis to determine cost variation. Also compare price lists obtained from newspaper listings.
3. Obtain menus from restaurants and compare costs of a similar meal at home. Consider price, variety of foods, convenience, overhead costs.

MODERN LIVING

Level I:

A. Human Development and the Family.

1. Discuss reasons for cleanliness, good grooming, and posture. Role play a situation where unpleasant results could occur. e.g. body odor.
2. Produce a puppet show as a group project and write the script. Play should deal with resolving a family conflict. Invite a younger class in to view.
3. Consider food, clothing, customs, and recreation of other cultures. Display crafts and make a craft project.

4. Have a question box to allow students to anonymously ask questions. As questions are read, get group reaction to obtain a solution.
5. Have student groups role-play conflict situations that might develop in a home.
6. Study the community area and make a large map of the area served. Locate community resources. Guest speaker could speak on one such location. e.g. community center, parks and recreation, friendship clubs for elderly, Red Cross, etc.
7. List your own human resources and that of a friend. Compare results.

Level 2:

A. Human Development and the Family.

1. Discuss babysitting and the role of a babysitter. Plan games and activities suitable to entertain children of various ages.
2. Determine the responsibilities of teenagers and parent expectations. Compare results. Plan magazine collages depicting these responsibilities and expectations.
3. Have school nurse speak on the importance of cleanliness in preventing acne and pimples.
4. Study becoming hair styles on different face shapes.
5. Plan a craft project suitable for students to wear. e.g. macrame, beaded necklace, papier-mache jewellery.

B. Management.

1. Plan a class activity. Decide on a group to invite to the class. e.g. Grade 1, younger brothers or sisters. Plan

games to entertain them and provide simple refreshments. After executing plan, analyze and evaluate experience. The following week invite another group and use revised plan and compare results.

2. Have a buzz session wherein everyone thinks of decisions that they have made. List on board. Discuss the alternatives and consequences of each decision.

Level 3:

A. Human Development and the Family.

1. Study a girl's bedroom. Have each girl draw her bedroom to scale. Discuss any alternatives that could be beneficial. Analyze pictures of bedrooms as to color, lighting, storage, size, personal features, atmosphere. Plan convenient storage areas and determine most constructive arrangements. Discuss problems and conflicts involved in sharing a bedroom. Plan a field trip to a department store or study catalog prices to determine the cost of furnishing a bedroom. Visit a housing development to see various bedroom plans - bachelor, 1 and 2 bedroom apartments, condominiums, homes. Plan a creative project to enhance bedroom individuality. Plan an ideal bedroom by collecting pictures of furniture, fabric swatches. Estimate cost of bedroom.
2. Discuss the "social" role of a student. Set up lists of student expectations and invite parents in to offer their suggestions. Note problems faced by some students in becoming involved in social activities. Present skits depicting various problems faced by students. Analyze the meaning of "values" and how they

affect a person's goal. Guidance Counsellor could offer advice in this area.

3. Study the Family Life Cycle and determine the needs, resources, time, and energy needed which will fluctuate with the age and size of the family. Discuss the role of a working mother and the conflicts and responsibilities that arise.

Level 10:

A. Human Development and the Family.

1. Discuss geneology and last name meanings. Prepare a family crest.
2. Visit facilities available for older people and note their needs and wants. Have a pensioner in to talk with class and find out how they use their leisure time. Determine housing, finance, and special aids available for older people.
3. Discuss similarities and differences of various cultures. Prepare foods characteristic of the culture. Obtain crafts unique to that culture for display. Study ethnic dress by making national costumes for dolls.
4. Interview families in the area for likes and dislikes regarding hobbies, recreation, discipline of children, social activities, T.V. Compile a chart.
5. Have a workshop for beauty culture and grooming.

B. Management.

1. Examine the meaning of needs vs. wants. Determine an average income. Discuss the role of a working mother and the assets and liabilities.

2. What are values? Cut out pictures from magazines to determine where some people place their values. Study the influence of values on goals in life. Have guest speakers on career opportunities. e.g. N.A.I.T., S.A.I.T., personnel offices, housewife.
3. Study the family life cycle. Determine needs, wants, resources, available income.
4. Study a hypothetical family. Determine contributions each member should make. Discuss conflicts and how they might be solved.
5. Discuss the role of time, money, and savings. Have guest speakers from banks, investment companies, and finance companies. What is credit buying and how much are service charges?
6. Plan a culmination project taking into consideration time, money available. e.g. a) plan a meal for parents
b) make and sell craft projects
c) barbeque or camping trip

C. Housing.

1. Determine housing facilities available in the community. Find out rents expected; the responsibilities of tenants; the problems of landlords. Have a lawyer outline responsibilities and rights of renting.
2. Compare and contrast the assets and liabilities of living in a private home and an apartment.
3. Determine the income necessary to live in various types of accommodation.

4. Study the principles and elements of design that affect color, arrangement, and choice of material for a home. Have a representative from a builders association speak on materials available for home construction.
5. Decide on a room in the house study, e.g. a bedroom. Analyze in detail. Determine improvements and changes that could be made to personalize it. Assign a craft project which would give individuality to this area.

LEVEL 20

A. Human Development and the Family.

1. Compare and contrast child rearing practices of other countries and the community you live in. Interview mothers with children of varying ages. Given a group of photographs of children analyze the values suggested by the picture.
2. Learn about child care agencies and facilities in the province for juvenile offenders. Have a lawyer or legal authority speak in this area.
3. Study "the world of children" from infant to teenager. Determine their various needs. Invite a group of children in to analyze the suppositions you have made. Compile stories that would be of interest to this age group. Plan a small party geared to the children's age level.
4. Study toys available on market and note their safety features.
5. Visit a day care center or kindergarten. If possible, obtain permission to plan a day for the children.

6. Survey community agencies in area which relate to families.
e.g. hospitals, nursing homes, senior citizen homes,
institutes for the blind, retarded and handicapped.
7. Prepare crafts for an institution that would benefit. e.g.
children's ward in hospital.
8. Study specialized crafts of interest to students. Research
the background of craft.

B. Management

1. Analyze T.V. commercials. Determine their usefulness and
their contribution to the economy. Examine misleading
commercials. Find out the age appeal. Interview people to
determine if they are affected by this medium and to what
degree.
2. Study the Family Life Cycle and how resources are affected
by each stage.
3. Obtain permission to study the managerial processes in-
volved in business by discussing this if possible and
observing someone involved in a business profession.
4. Examine the economics situation in detail and determine
stress areas. Learn how families are affected by changing
economic conditions, e.g. unemployment, sickness, increased
birth rate.

C. Housing

1. Refer to outline in Curriculum for kitchen planning.

LEVEL 30

A. Housing.

1. Investigate the history of the community and trace the
background up to present day.

2. What influence is shown today in contemporary design from early pioneer times.
3. Look to future. Interview planning boards from the community to see future developments.
4. Study factors involved in planning and developing a community.
5. Study different types of dwellings in the community.
6. Make floor plans of the housing areas to determine optimum use of space.
7. Investigate tax structure for housing.
8. Have a panel discussion with an architect and a house builder. Determine the advantages and disadvantages of custom and mass produced houses.
9. Study architectural development from early history to present day.
10. Study blue prints and floor plans of homes to ascertain why certain features are used.
11. Study room arrangements in each area of the house.
12. Study wages of various groups in the community and determine what portion of income should go into housing.
13. Have guest speakers from real estate, finance companies, and banks to give a general impression of financial arrangements. Study mortgage rates and house financing.
14. Study traditional and contemporary design in furniture.

B. Management.

1. Study the role of "values". Have each student write out the values he holds as primary. Hand in and discuss. Interview people in school to learn their "values." Evaluate how values influence your way of living.

2. Interview families in the community. Find out whether their values and goals have changed over the years. Determine the influences that have caused this change.
3. Choose a goal for the class to achieve by the end of the term. Find out what plans have to be made to effect this goal. Analyze from time to time to determine if resources are being channelled correctly.
4. Determine the cause and effect of standards of living in a number of countries. Obtain information from the Social Studies teacher. Study the standards of living in the community. Discuss the role of welfare and unemployment benefits. Analyze the problem of overpopulation in the world. Have a physician or nurse speak on this problem.
5. Each student will find out a major expenditure that his family would like to make. e.g. a new car. Determine the initial money involved, the type of payments which could be made, the benefit that would be derived and the reason why such a purchase would be made. Evaluate whether this use of money is proportionate to the satisfaction gained.
6. Pre-suppose a student is leaving school tomorrow. What and where would he go and do. Research the possibilities of finding a job, a place to live, and the cost of his new style of life, e.g. shelter, clothes, food.
7. Sit in on a Town Council meeting to determine how the community is run.

C. Human Development and the Family.

1. Read a story or article which demonstrates how family patterns are carried on and help develop a closer unity.

2. Discuss the place of "a family" in this society. Study past and present day views on families. Research marriage rites and practices through the ages. Produce a skit depicting future changes in family functions.
3. What is Women's Liberation and the dual role of women? If any boys in class, have a reactionary panel.

LEVEL I

B. Nature of Clothing and Textiles.

1. Make the specified samples on pella and form a booklet that can be used for easy reference.
2. Display several fabrics to give a cross-section of the market.
3. Use some pieces of fabrics and handle them in many ways: tears, cut, burn, stretch, wash, wring, press, iron, machine stitch, hand stitch, feel, look at, take apart. Tabulate results on a chart.
4. Use felt for a project.
5. Make a braid for a tie or belt.
6. Use a simple method to weave, e.g. finger weave.
7. Knit a quick project.

C. Acquisition and Use.

1. Have the students keep track of project costs to determine if it is worthwhile to make article.
2. When making a craft keep track of time spent and cost. Price a comparable item. Was it worth the enjoyment and self-satisfaction?

LEVEL II

A. Significance of Clothing.

1. Buy remnants of cotton and make color collars. Discuss the elements of color and relate to the color of skin, eyes, and hair. How does color affect size? Try on scarves to pick the best color complement.

B. Nature of Clothes.

1. Make a simple garment using the following skills:

- a) straight seams - machine
- b) tailor's tack
- c) grading
- d) using a gauge
- e) overcast
- f) clean finish
- g) edge stitch
- h) seams
- i) crossing joined seams
- j) even basting

LEVEL III

A. Significance of Clothing and Textiles.

- 1. Have students interview other students in the school to find out why they buy the clothes they do. Tabulate findings.
- 2. Discuss elements and principles of design. Show pictures of how each is achieved.

B. Nature of Clothes.

- 1. Briefly outline the classification of fibers. Show samples of each and compare and contrast their features. Study wool in detail.
- 2. Make up bingo cards using fabric swatches. Wool kit has this idea but it could be done by the teacher.

LEVEL 10

A. Significance of Clothes.

1. Study historical costume. Work in groups to sew characteristic outfits.
2. Analyze clothing trends in present. Determine where clothing styles originate. Tour a garment factory. e.g. White Stag.
3. Study the fashion page in the paper for style information.
4. Visit clothing stores to find out what clothes have greatest sale value.
5. Study fabrics available at community stores.

B. Nature of Clothing and Textiles.

1. Have individualized instruction units for sample demonstration. Each student is responsible for making a specified number in the year.
2. Make a fiber tree. Make a collection of fabric descriptions from a catalog. Select and mount 6, underline the general names and list the expected performance.
3. Make a list of properties of fabrics. Identify one or more fabrics which have each property.
4. Make a bulletin board illustrating fiber tree.
5. Make or collect illustrations of the ways fabrics are decorated.
6. Select an interesting fabric and take apart to see how made.
7. Select a dress illustration and mount fabrics suitable for its construction.
8. Make a list of factors which have made garments owned unsatisfactory.
9. Make a small loom to create some of the weaves observed.
10. Make trimming or some small projects using a weaving technique, e.g. belt, head band, purse.

C. Acquisition and Use.

1. Review makes and models of irons on the market.
2. Select a core wardrobe and mount pictures of each. Discuss grooming in relation to wardrobe planning.
3. Analyze specified types of clothing at department stores to determine workmanship, cost, and quality.
4. Study launderability and types of soaps that can be used on different fabrics. Perform sudsing experiments with detergents.
5. Survey newspaper for hints on new fabrics. Keep a section of bulletin board for this purpose.

LEVEL 20

A. Significance of Clothes.

1. Study the nature of fashion houses of the world. e.g. Chanel, Dior. Determine trends in style and cycles that clothing apparel takes.
2. Study the role of clothes in a society. How do they differ in other cultures. Relate the function of clothes worn in two extremes of culture, e.g. natives of New Zealand, Eskimos.
3. Have a clothing buyer from a department store explain how he buys clothes for the store.
4. Have employers speak on the importance of appropriate dress when hiring.
5. Analyze clothing pictures and write character sketches of the people wearing them.
6. Review components of good design in line and color. Relate this information to a study of accessories. Make an accessory for a garment being made. Visit stores specializing in accessories.

7. Gather information on the Canadian garment industry. Write to "Fashion Canada" early in year to obtain a viewing date for slides of Canadian fashions.
8. Review Canada Standard Sizes and note clothes that are marked in this method. Learn about the specialty shops for varying sizes. e.g. Penningtons.

B. Nature of Clothes.

1. Make one garment a renovation project whereby a student creates a new garment out of one that is no longer suitable.

C. Acquisition and Use.

1. Keep a clothing budget throughout the term.
2. Study the role of the Canadian Association of Consumers.
3. Study the "Consumer's Guide" to be familiar with pertinent information.
4. Visit a fabric centre and analyze labels for fabric care and content.

LEVEL 30

A. Significance of Clothing

1. Do group projects related to clothing worn in a specific culture. Study in relation to length, accessories, neckline, silhouette.
2. Have each student responsible for a display showcase.
3. Determine various segments of society which are categorized by their dress. Does this ever affect the personality of the wearer?

B. Nature of Clothes.

1. Examine the fiber content of garments. Perform experiments to assess the quality and wearability.

2. Study the properties of new fabrics on the market. Be aware of what is already available to consumer.

C. Acquisition and Use.

1. Have speakers from various areas of buying. e.g. banker, finance manager, loan companies. Analyze cost of credit buying.
Learn about credit ratings and what the Better Business Bureau offers to the consumer.

FOR SLOWER LEARNING CLASSES

1. Teacher demonstrates the actual food and then together they develop the recipe with the necessary pictures, temperature, in numbers on the board.
2. To teach nutrition to younger classes, use puppets. The puppets tell the children what and why they should eat a specific food.
3. Development of games stimulates interest while helping provide learning materials which are useful fun for the less able. e. g. Flash cards, word association games, crossword puzzles.

CHAPTER TEN

METHODS, MATERIALS AND MEDIA

Since the learner is the one who must make meaning out of what is taught, the teacher has a responsibility to utilize methods, materials and media which will provide stimulation for the student. The greatest possible linkage with the pupil's background interest and abilities, will co-ordinate teaching and learning.

I. PRINCIPLES OF LEARNING.

An understanding of the nature of learning is vital in order to provide a teaching-learning environment and meaningful experiences which promote the optimum development of all pupils. Although few precise laws and facts exist, certain ideas and principles have come to be widely accepted and supported through experience and repeated observation. Some of these ideas and their implications for the home economics teacher will be helpful in planning learning experiences.

PRINCIPLES OF LEARNING

The intellectual capacities, emotional states, and purposes of pupils influence the type and degree of learning which take place.

The quality of learning tends to be higher when learning is motivated by success rather than failure and by compatibility of class and personal goals.

IMPLICATIONS FOR THE HOME ECONOMICS TEACHER

Know and understand the personal history of each pupil and the home and community environment in which he lives. Use this data in planning content, learning experiences, and methods.

Be generous with praise and encouragement. Find ways for each pupil to experience success at some level. Plan class goals which recognize and build upon pupils' interests and aspirations.

Retention of learning appears to be greater when the facts and skills learned are clearly understood and related to a whole.

Learning is facilitated through pupils' active participation in the learning situation.

The ability to apply current knowledge and skills to different situations, now and in the future, requires the ability to see relationships and make generalizations.

Information about the extent and rate of learning by each pupil is essential in determining effectiveness of learning experiences.

Present content in relation to broad concepts or areas of study, rather than in terms of isolated subject matter.

Use methods of instruction which actively involve pupils.

Emphasize the level of learning which requires pupils to try to see relationships and apply learnings to many situations, rather than merely learning factual material.

Establish a program of evaluation to determine pupil growth and development and utilize results in identifying successful methods, materials, and media.

Learning opportunities in home economics are provided through a variety of experiences and in many places. Experience in 4H Clubs, in homes, and in the community supplement and enrich classroom learnings.

II. TEACHING METHODS.

A variety of teaching methods may be used to stimulate and maintain pupil interest, increase pupil participation and leadership, and promote the most effective learning situation for pupils. One or more methods can be used in any learning experience.

The following chart is a reminder of specific methods, applicable to the teaching of home economics. It presents a brief description of the method, suggests guides for using each, and indicates where each might be used effectively. Additional help in understanding and using specific methods can be found in literature.

Teaching MethodsGuides for UsingPurposes for Use**CASE PROBLEM:**

Problems closely related to pupil's experiences and understanding and stated in terms of specific situations, already written or prepared by teachers and/or pupils.

* Review case problem, identify points to be considered.

* Encourage pupils to explore problems, weigh and evaluate each fact, suggest solutions.

* Identifying various phases of personal and social relationships

* Considering intimate situations, personal fears, and problems in an impersonal manner.

DISCUSSION:**Brainstorming -**

Quick, creative imaginative responses to a specific topic by large or small group.

* Present problem to be solved.

* Record quick, creative ideas from group.

* Screen and evaluate suggestions.

* Summarize possible solutions.

* Exposing quickly a variety of ideas upon which to base plans and decisions.

Buzzing -

A number of small groups considering specific subjects, with members of each group serving as leader and recorder.

* Present topic and expected outcomes.

* Allow a specific amount of time for buzzing.

* Have a member of each group report highlights of discussion.

* Drawing implications following a film or presentation.

Circular Response -

Each pupil sitting in a circle contributing to topic being discussed as his turn comes in the circle.

* Present topic for discussion.

* Give each pupil a chance to contribute within a given amount of time.

* Record contributions and summarize after topic has been adequately covered.

* Getting many points of view quickly.

* Summarizing understanding of topic by each pupil.

Debate -

Two persons or two panels, each presenting a different side of a controversial subject.

- * Allow each person or team to present information regarding pros and cons of the subject and provide opportunity for answering arguments given by opponents.

- * Deliberating impersonally on a controversial issue.

- * Introducing authoritative information to the group.

- * Have class or committee judge most convincing presentation.

Panel -

A discussion among four-six persons to present opinions on a specific topic before the group.
Variations:
Colloquium, opposing panel.

- * Have leader introduce participants and topics.

- * Considering many facets of a situation on which to base judgments and decisions.

- * Allow each panel member to speak whenever he has a contribution.

- * Motivating further study by class on the topic.

- * Summarize frequently.

- * Allow questions and comments from group following panel discussion.

Questions and Answers -

Raising key questions in relation to a specific subject and obtaining answers.

- * Formulate clear, concise key questions.

- * Clarifying topics.

- * Introduce questions and allow time for each to be thoroughly considered.

- * Stimulating critical thinking.

- * Evaluating learning.

- * Summarize periodically.

- * Obtaining information from a resource person.

Symposium -

Brief talks by persons, each presenting a different phase of the same general topic before the group.

- * Have leader give overall view of general topic and point out each participants contribution.

- * Presenting various phases of a topic to create a picture of the whole.

- * Limit each participant in time and scope of content.

- * Giving accepted information from a resource person.

- * Have leader summarize and open discussion to entire group.

Total Class Discussion -

Mutual sharing of ideas in relation to a common topic, frequently led by teacher.

- * Plan with pupils for obtaining sufficient information or experiences to deal with topic to be discussed.

- * Create comfortable climate in which each person feels free to speak.

- * Orient group to topic and desired outcomes.

- * Guide discussion, keep comments relevant to topic being discussed.

- * Summarize periodically.

- * Formulating generalizations.

- * Establishing criteria.

- * Exploring an idea.

- * Organizing plans.

- * Stimulating thinking.

COMMITTEE WORK:

Two or more pupils working together on a section of or an entire problem or project.

- * Identify problem or project and understand action to be taken by individuals and by the entire group.

- * Utilize a variety of resources in achieving goals.

- * Share results by correlating work of each group.

- * Completing an extensive project with minimum time and effort.

- * Pursuing phases of a project which are a special interest and need of individuals in group.

- * Collecting information, applying principles, and working on phase of project not requiring involvement of entire class.

DEMONSTRATION:

Presentation of a process given by teacher, pupils, resource person, or combination of these.

- * Determine points to be taught.

- * Plan procedures for presentation, time allocation.

- * Assemble equipment, supplies, teaching aids.

- * Have pupils summarize approved procedures which were demonstrated.

- * Introducing a new concept or skill.

- * Setting standards for pupil's work.

- * Evaluating pupil's understanding and progress.

DRAMATIZATION:

Sociodrama or Role Playing.- Acting out spontaneously various roles within a real life situation.

* Plan the situation and define roles to be played.

* Select participants and orient remaining pupils to observations to be made.

* Follow the action with discussion.

* Viewing theoretical personal and family problems objectively.

* Examining ways individuals interact toward each other.

* Seeing the possibility of varied solutions to a problem.

* Discovering personal feelings and emotional responses in situations.

Skit. A prepared script, designed as a play or a mock radio or television broadcast, presented directly by pupils or through use of puppets or marionettes.

* Have pupils write or select a script appropriate for current class work.

* Rehearse skit.

* Prepare group for observations to be made.

* Follow the skit with total group discussion.

* Emphasizing or clarifying a class topic.

* Providing content which will motivate further investigation of a topic.

* Portraying factors influencing real life situations.

Pantomime. Portrayal of situations and character roles through actions without words.

* Plan the situation.

* Prepare group for observations to be made.

* Summarize learnings from the dramatization.

* Demonstrating techniques for performing certain tasks.

* Showing feelings and actions in relation to different situations.

FIELD TRIP: A Planned visit outside the regular classroom arranged by teacher, and/or pupils, and/or parents.

* Arrange place of trip and things to be seen in relation to purpose, time.

* Plan with school for transportation, consent of parents and administrators.

* Prepare pupils by clarifying purpose of trip, standards for safety and behavior.

* Providing firsthand information and knowledge or service, product, or facility.

* Deepening understanding and appreciation of business, industrial, and social resources in the community.

*Have pupils summarize learnings.

INDIVIDUAL STUDY:

A pupil working by himself under teacher supervision on teacher-made assignments, pupil initiated projects.

*Identify subject or project to be initiated and plan for accomplishing it.

*Permit pupil to work independently using a variety of resources; give guidance as needed.

*Evaluate progress frequently.

*Exploring special interests or features of a given project

*Increasing skills in some areas of home economics

*Providing greater scope and depth to an area of interest

INTERVIEW:

Asking questions of individuals or groups in relation to information for current classwork or special project

*Review with interviewee purpose of visit and type of information desired.

*Guide interviewee in giving only most pertinent information.

*Summarize highlights of interview.

*Gaining firsthand facts and background material on special topics

*Acquiring opinions of specialist in a field

LABORATORY WORK:

Individual or group activity involving the application of generalizations and principles in a realistic situation. Emphasis on skills as well as cognitive learning

*Explain nature of the project and, with pupils, determine goals of the activity.

*Guide pupils in correct uses of supplies and equipment, and raise questions to help pupils think through ways to improve their use of resources.

*Evaluate accomplishments and determine improvements to be made another time.

*Having actual experience in a realistic situation

*Developing managerial ability and ability to work with others

*Applying generalizations and principles

*Reinforcing learning through doing and seeing

LECTURE, TALK, OR SPEECH:

An oral or taped presentation by teacher, pupil, or resource person

*Present the topic and points to note to class

*Use supporting devices and techniques to hold interest and emphasize points.

*Presenting new information and ideas

	*Summarize and solicit reactions of the group.	*Increasing understanding of a subject by using knowledge and experience of specialists
OBSERVATION: Watching persons, animals, or things (often under differing circumstances) for a specific purpose.	*Clarify purpose of observation and conditions under which observations will be made *Have pupils record activities, analyze results, and draw conclusions.	*Seeing behavior and results of experimentation *Comparing results from use of various methods and equipment
PROGRAMMED INSTRUCTION: Material arranged in small-step sequence to be pursued by pupil at own rate of speed. Contains built-in evaluation and positive reinforcement. May be programmed textbook, machine program, visual or sound medium.	*Select or prepare appropriate material *Determine whether use will be in or out of class *Combine with other methods *Catalog and store as other library or reference material	*Presenting factual information, definitions, basic ideas essential for all pupils *Releasing teaching time for analysis, development, and integration of learnings *Permitting slower pupil to progress at own rate *Affording additional stimulation for brighter pupils
TEAM TEACHING: Two or more staff members cooperatively plan, carry out and evaluate a segment of instructional program. May be teachers from one subject area or several	*Plan together in detail for all aspects of the instruction. *Define specific responsibilities according to competencies of each team member. *Explore ways to involve pupil most effectively. *Evaluate cooperatively.	*Broadening approach to particular subjects or parts of program *Enhancing pupil learning *Sharing strengths and talents of teaching staff *Utilizing teacher and pupil time most effectively

TELEVISION:

Media method which permits teaching or special experiences to be relayed on closed circuit. May be taped or live to suit purpose.

*Plan lesson and procedure thoroughly.

*Be aware of special techniques, strengths, and limitations of television for presenting subject.

*Select and wear appropriate clothing, colors, makeup.

*Use appropriate visuals

*Evaluate lesson and procedure.

*Reaching large numbers of persons

*Demonstrating processes in closeup way

*Sharing special interest presentations with pupils in classes other than home economics.

*Permitting pupils to see themselves, develop communications skills

General Considerations in the Selection and Use of Methods

*Decide types of learning desired, i.e., the development of manipulative skills, the acquisition of information and knowledge, development of ability to be self-directive. Use appropriate methods to bring about desired learnings.

*Use methods and techniques with which one feels secure and capable. Gain additional skill in use of others.

*Analyze space and facilities in relation to use of various methods. Adjust and add to facilities within the department, and supplement the classroom situation with school and community facilities.

*Identify capabilities of individual pupils. Plan teaching methods and aids which are within the performance and understanding level of each.

*Combine two or more methods within one learning experience. A field trip can involve total class discussion for orientation prior to trip and summary at conclusion of trip, a talk by a specialist followed by question and answer period during trip.

*Allow for careful preparation by teacher and pupils. Using a case problem requires teacher to study several cases and select or write one appropriate for the situation. Pupils need to gather background information for consideration and solutions to problems.

*Emphasize opportunities for pupils to acquire social and communication skills. In preparing for and conducting an interview, pupils learn to state questions clearly and to carry on an effective conversation, as well as practice graciousness and good grooming.

*Encourage pupils to use human and material resources in obtaining background information and in solving problems as preparation for helping them to be self-reliant in the future. In preparation for participation on a symposium, a pupil uses library facilities, consults specialists.

III. MATERIALS AND MEDIA

The traditional materials and media, a textbook and chalkboard, can be supplemented today by a vast array of teaching aids from complex electronic devices to simple charts and models. Because perception is stimulated through all of the senses, the teacher who utilizes a variety of materials and media is more likely to establish the conditions for maximum learning.

Although audio-visual media are the most commonly considered, the home economics situation is also particularly suited to the development and exploitation of the senses of touch, taste, and smell. The actual feel of satin, of bread dough, of a child's delicate skin the smell of rancidity, of fresh paint, or hyacinths all produce images and impressions that communicate more vividly than words or visual symbols.

The media and materials for such learnings are embodied in the environment and in the everyday teaching situation. Their value in the learning process requires guidance and suggestion by the teacher. Is the end of baking signalled by the smell? Is the beauty of crystal perceived through touch? How can danger be smelled, felt, or tasted?

The Uses of Material and Media

Materials and media perform a number of functions. Books, magazines, and pamphlets support and augment the teacher's knowledge and information and provide basic text and reference material for pupils.

Displays, audio-visual aids, and other types of media and material through which perception is enhanced serve specific functions. They can

*Concentrate interest and attention. Bright spots of color, delicate displays, bursts of sound, or drama serve to focus and hold attention.

*Illustrate the basic structure of an idea. A quick glance at a poster or diagram, the first bars of a song, the texture of a fabric—each signals a broader concept.

*Explain abstract ideas by relating them to the concrete and known. Hearing rhythm, feeling coarseness, seeing a film on human interaction provide useful learning links for grasping abstractions.

*Bring separate ideas together into larger whole concepts. The picture of a healthy individual, seeing a well-furnished room, listening to a child at play, all incorporate many scattered single ideas.

*Encourage expression. Preparing visuals, acting out dramas, producing sounds or other stimuli provide learning through the processes of organizing ideas, envisioning results, and carrying out plans.

Selection of Materials and Media

Guides for selection of audio-visual materials and of textbooks and other printed matter should be studied in related literature for each level of pupil ability and for each area of learning.

Useful materials generally meet the following criteria.

*Contain authentic up-to-date content and give true impressions

*Provoke thinking

*Are applicable to teaching in progress; appropriate to interests, needs, and abilities of pupils

*Are easy to use, efficient in promoting learning

*Are suitable from standpoint of cost, storage, purpose, or desired outcome.

*Recommended text: Teaching Techniques for Home Economics, A.H.E.A. Washington, D.C.

Home Economics Student Research or Report # _____

Date: _____

Topic: _____

General Classification: _____

Date and Source of Information: _____

Brief summary of article: _____

(If necessary complete on back side)

Your own evaluation of article: _____

Three questions suitable for evaluation: _____

Parent's comments and signature (if possible) _____

Teacher's comments: _____

"A systematic, well-organized, neat notebook is an indication of your own personal habits. A well-kept notebook and good study habits go hand in hand, and good study habits produce top-notch students."

Class Notebook

(Headings)

(1) <u>Date</u>	(2) <u>Lesson</u>	(3) <u>Practical Work</u>	(4) <u>Evaluation</u>	(5) <u>Observation</u>	(6) <u>Assignment</u>	(7) <u>Hostess</u>
Ex.	Lesson on "How To Put In A Zipper"	I put the sleeves in my dress	I think my sewing is im- proving. I must remember to check size of stitch be- fore starting to sew.	I saw a Bulletin Board display of "Fashions Through the Ages". I handled some Arnel fabric and noticed it doesn't wrinkle.	Complete my assignment on acces- sories which can extend my own wardrobe.	

NOTES ON LESSON OUTLINES
FOR TEACHER AND PUPIL USE

NAME: _____

DATE: _____

GRADE: _____

TOPICTheoryDemonstrationPrinciples, concepts, generalizations

(a) New

(b) Reviewed

StandardsNew Words or TermsApplication for IndividualAssignment

CHAPTER ELEVEN

A UNIT BASED ON CONCEPTS AND GENERALIZATIONS

(SAMPLE UNIT)

TITLE: DESIGN

GRADE LEVEL: ELEVEN AND TWELVE

AGE LEVEL: 16-17

CULTURAL BACKGROUND: WESTERN CANADIAN

MIXED CULTURES

SOCIO-ECONOMIC GROUP: MIDDLE CLASS

TIME LIMIT: FOUR WEEKS

THREE FORTY MINUTE PERIODS PER WEEK

ONE EIGHTY MINUTE PERIOD PER WEEK

TOTAL TIME: 800 MINUTES

11/2
120
120
240

MAIN CONCEPT: DESIGN

SUB CONCEPTS:

I. TYPES OF DESIGN:

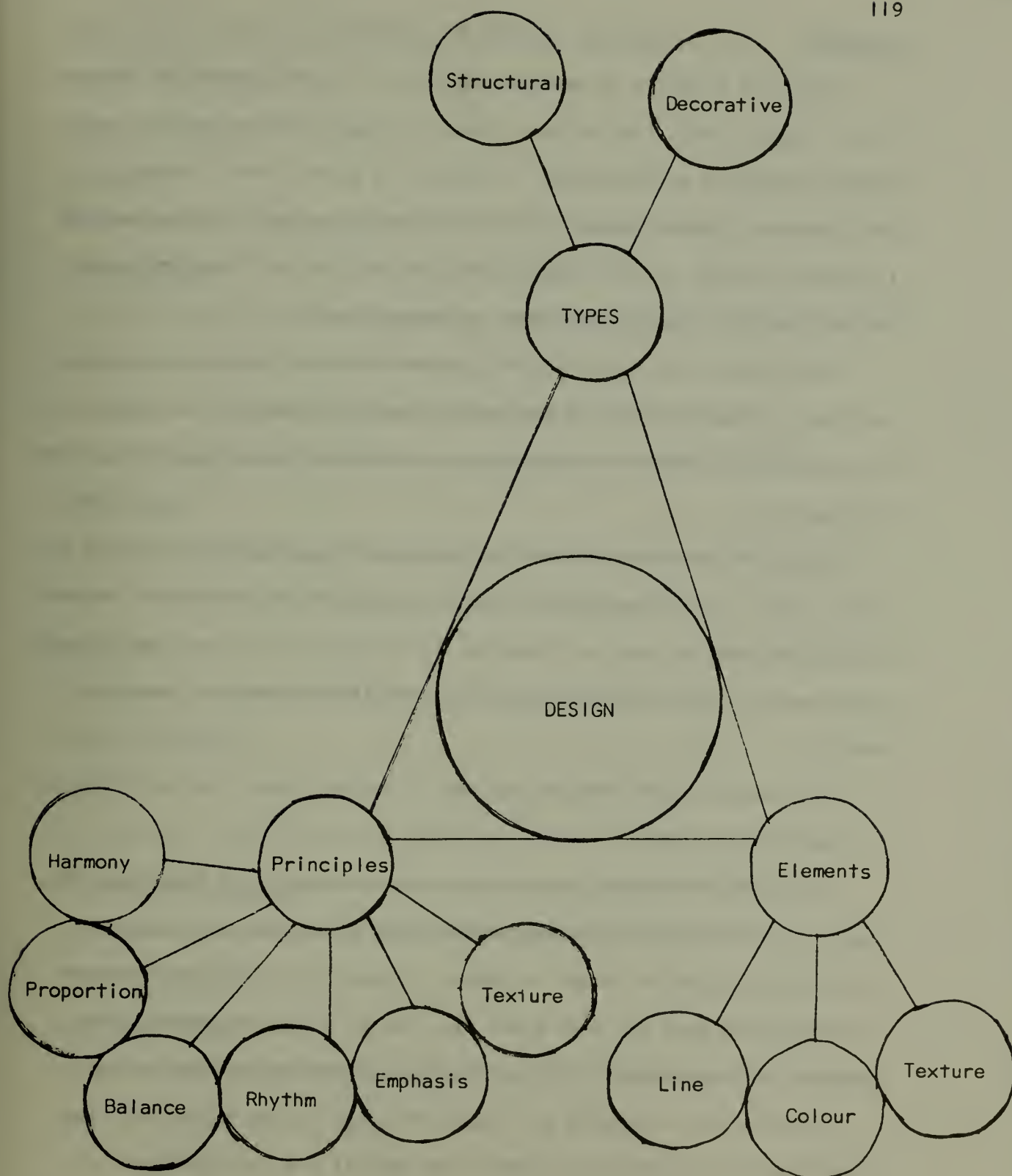
- A. Structural
- B. Decorative

II. ELEMENTS OF DESIGN

- A. Line
- B. Colour
- C. Texture

III. PRINCIPLES OF DESIGN

- A. Harmony
- B. Proportion
- C. Balance
- D. Rhythm
- E. Emphasis
- F. Texture



OVERVIEW

This unit of study is designed for girls in grade eleven or twelve, 16 to 17 years old. The cultural group is mixed Canadian and the socio-economic group is middle class. This unit is part of the Clothing and Textiles Twenty course. It may be taught in forty minute periods five times a week, or, as I have scheduled this one as three forty minute periods, and one eighty minute period per week.

The students are required to apply the basic principles and generalizations learned by actually designing garments on paper. The eighty minute period would allow for designing during class time. No prerequisites are required.

Design is an important part of living as it permeates all of the areas of life. It influences our selection of clothing, furniture, houses, automobiles and is found in the arts, in industry, buildings, and in many more areas of life. Nature is often an excellent example of beautiful design.

Good design lasts through the ages - styles change, but good design is always appreciated.

Harriet and Vetta Goldstein state in the book Art in Everyday Life, 'Every time we make a purchase, however humble, we are consciously or unconsciously using our power to choose. Since art is involved in most of the objects seen and used every day, one of the great needs of the consumer is a knowledge of the principles fundamental to good taste.'

In this unit, students will learn to judge design objectively and to utilize this knowledge for their own benefit and satisfaction. The unit focuses on the benefits and satisfactions that can be derived from surrounding one's self with the beauty of good design.

OBJECTIVES- CLASSIFIED ACCORDING TO BLOOM'S TAXONOMYGENERAL OBJECTIVESCOGNITIVE DOMAINKNOWLEDGE

To realize that line may be used to change the apparent size of an object.

COMPREHENSION

To realize that money may be saved by choosing a basic colour for a wardrobe and building a wardrobe based on this.

To understand the psychological influence of line and colour.

To develop an awareness of colour and the laws concerning colour.

APPLICATION

To understand the elements and principles of design and their application in selection of clothing.

EVALUATION

To evaluate the use of design in all aspects of life.

AFFECTIVE DOMAINVALUING

To develop an appreciation of good design in all aspects of life.

To develop an appreciation for the functional purposes of design.

To develop an appreciation and an understanding of good taste.

PSYCHOMOTOR DOMAINGUIDED RESPONSE

To be able to design clothing using the principles and elements of design.

SPECIFIC OBJECTIVES

I. KINDS OF DESIGN

COGNITIVE DOMAIN

KNOWLEDGE

Given a group of pictures of different costumes, the student can differentiate structural and decorative design by dividing the picture into two groups - one group illustrating structural design, the other showing decorative design.

APPLICATION

After a discussion on structural and decorative design the student can apply and relate the principles to objects other than clothing by bringing to class pictures of good design in such things as furniture, buildings, automobiles, vases, etc.

ANALYSIS

Given ten examples of decorative design, the student can explain in writing why the design is good design or poor design, and if poor, how it may be improved.

EVALUATION

After having discussed structural and decorative design the student can evaluate future purchases in regard to types of design.

AFFECTIVE DOMAIN

VALUING

After having discussed structural and decorative design the student will value good design by choosing future purchases considering these.

PSYCHOMOTOR DOMAINGUIDED RESPONSE

After having discussed structural and decorative design, the student can design two outfits illustrating structural design and two outfits showing decorative design.

COMPLEX OVERT RESPONSE

Through the continual practices of choosing good design for all purchases, the student will learn to automatically choose the article of superior design and reject others without hesitation.

II. ELEMENTS OF DESIGNCOGNITIVE DOMAINKNOWLEDGE

After a discussion on the colour wheel and colour schemes, the student can name the colour scheme when given a series of pictures depicting different colour schemes.

COMPREHENSION

Given twenty pictures of clothing, the student can state verbally the line in costume which each of these illustrates.

APPLICATION

Given a list of five figure problems, the student can state the best method of camouflaging each problem through the successful use of line. Given samples of fifteen fabrics, the student can state the effect the fabric would have on the apparent size of a person and what type of pattern the fabric would be suitable for.

ANALYSIS

After a discussion on line the student can analyze her own figure and describe which lines would be most becoming on her. Given a description of a person's hair, eye, and skin colouring, the student can list

becoming colours for that person. The student can analyze herself in regard to colours becoming to her personal colouring and to her height and weight.

SYNTHESIS

Given a picture of a girl with a list of measurements, her height, her personality analysis, and her colouring, the student can design a complete fall wardrobe considering line, colour, and texture.

EVALUATION

Given a group of pictures of different rooms with a variety of colour schemes, the student can evaluate the psychological effect of colour in each of the rooms.

AFFECTIVE DOMAIN

Upon the completion of the lessons on the elements of design, the student will value the usefulness of the elements of design in the improvement of her own personal appearance.

PRINCIPLES OF DESIGN

COGNITIVE DOMAIN

KNOWLEDGE

Given a group of eight pictures, the student can divide these into two groups - one group showing formal balance, the other, informal balance.

COMPREHENSION

Given a set of ten pictures of costumes through the ages, the student can pick out those which show harmony in design and explain verbally why the harmony exists.

After a discussion of harmony, the student can design one outfit illustrating harmony in costume.

After a discussion of the five ways emphasis may be obtained in design, the student can design one costume illustrating each of these five methods of emphasis.

ANALYSIS

Given five pictures of different costumes, the student can analyze these in writing in regard to harmony, proportion, balance, rhythm, emphasis, and texture.

Given five pictures of historic costume, the student can analyze these in regard to proportion of the human body.

EVALUATION

Given a group of five pictures showing different costumes, the student can evaluate these in regard to design.

GENERALIZATIONS

1. A design is an arrangement of materials, forms, textures, and colours.
2. Structural design is the design made by the size, form, colour and the texture of an object.
3. For an object to be considered beautiful, it must have good structural design.
4. Decorative design is the surface enrichment of structural design.
5. Line in costume is that which the eye first sees when viewing an outfit.
6. All colours are formed from the three basic colours - - red, yellow, and blue.
7. Lines create optical illusions.
8. A colour scheme is a method of combining colour.
9. Colour and line have a psychological effect and also affect the apparent size of the wearer, or of the object.

10. Principles of design are various qualities of good design which have proved acceptable over the years to many people.

11. A design has harmony when there is feeling of unity between the lines, shapes, colours, and the textures.

12. Balance results from equalization of attractions of line, shape, colour, and texture.

13. Proportion may be thought of as harmony of size.

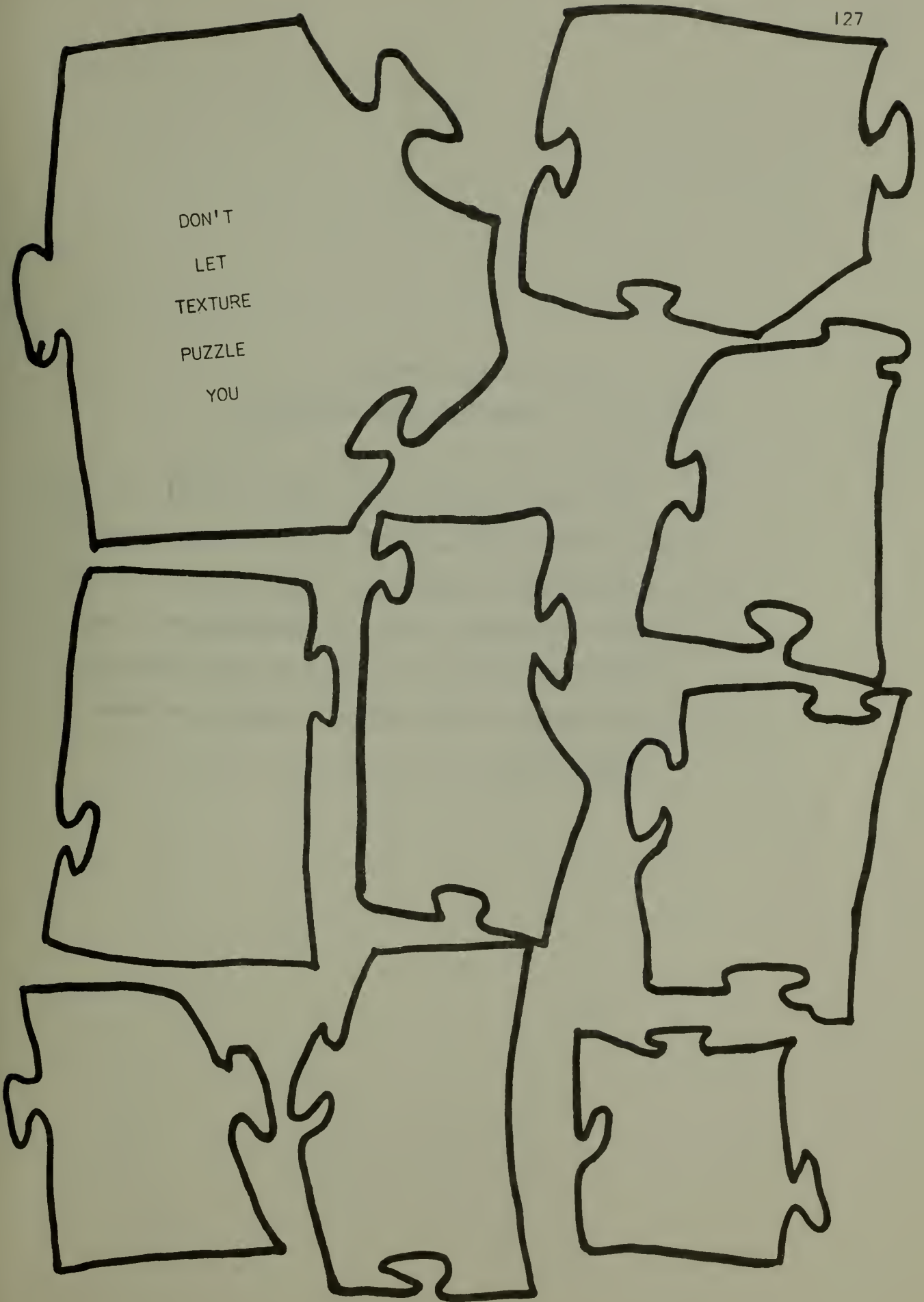
14. Every good dress design possesses emphasis of one major form, line, silhouette, colour or texture.

15. Rhythm gives continuity to a design from one unit of the design to another.

16. Texture is the appearance and the feel of a fabric.

17. All objects possess design. Therefore a knowledge of good design may be utilized in all areas of life.

DON'T
LET
TEXTURE
PUZZLE
YOU



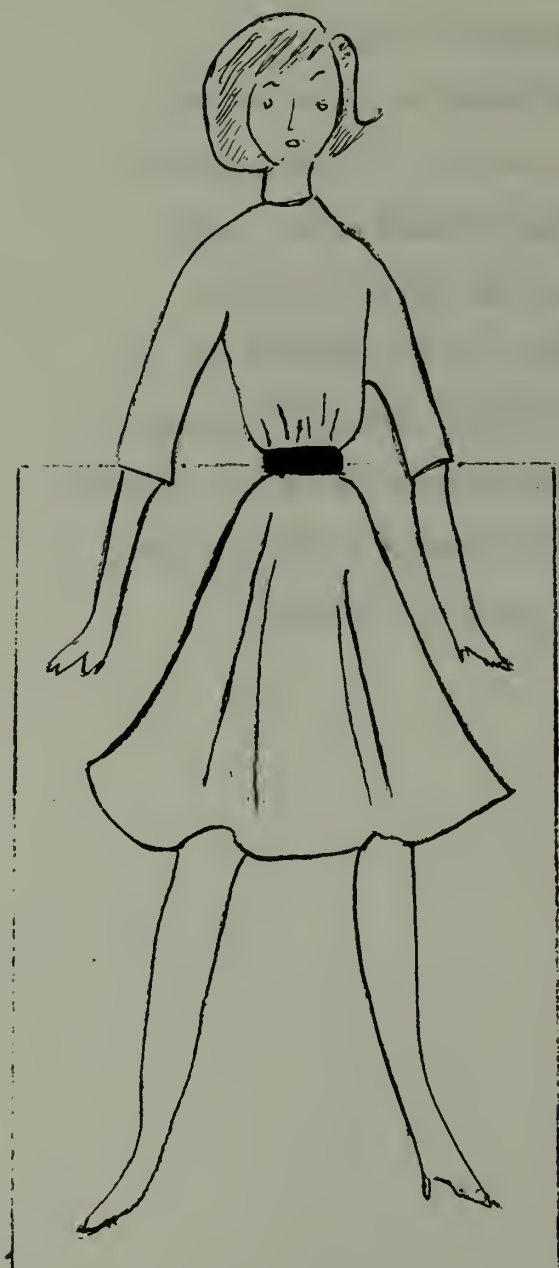
BULLETIN BOARD ON TEXTURE

Cut pieces of construction paper in shapes like pieces of a jigsaw puzzle. Fasten to each of these pieces, a different fabric sample. When discussing this bulletin board, the students could give suggestions as to what type of pattern would be suitable for each swatch and also whether the fabrics would increase or decrease apparent size.

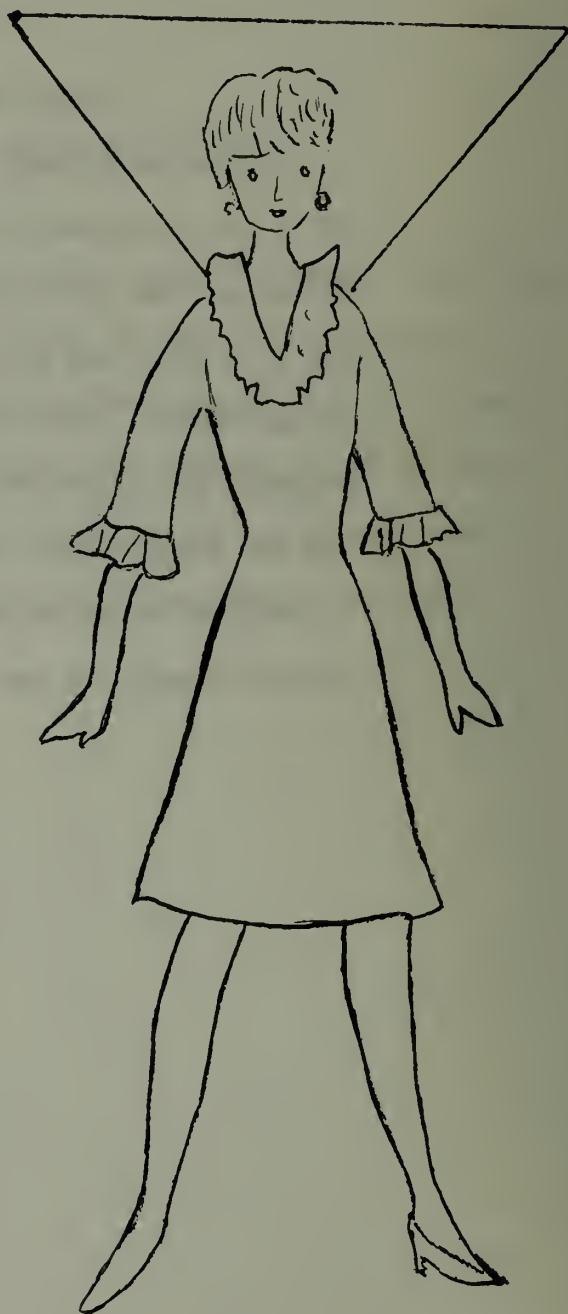
BULLETIN BOARD ON LINE

This bulletin board can serve as a jumping-off point for a discussion of optical illusion. Sketch or cut out two girl figures of equal size. Dress one in a skirt and blouse, the other in a solid colour dress. Other paper or cloth garments can be prepared to illustrate different optical illusions. The two toned colour blocks mounted behind the figures. illustrate the principle of increasing or minimizing height through the use of optical illusion.

HOW DO YOU PICTURE YOURSELF?



TOO TALL?



TOO SHORT?

BULLETIN BOARD IDEAS

TEXTURE

A bulletin board of colourful fabrics is an appropriate beginning for a lesson on texture. Use white construction paper as a background for the title "Fashion Buy the Yard." Take several swatches of fabric, fold them into long points and display them in circular fashion.

LINE

Optical illusions are constantly used in textiles, clothing, and interior design. Black cutouts of these illusions on a white background make a striking bulletin board. Use a square with a circular hole in the center and a circle the same size as the hole; a hollow circle and square of the same width, a series of lines the same width and length and similar examples. The use of black and white will eliminate colour distortions and show the differences that line placement can make.

PRINCIPLES OF DESIGN

To create interest in the principles of design before starting that part of the unit, cut a red pot out of construction paper, and label it "Brew Your Own Magic." Then attach examples of balance, rhythm, proportion, harmony, and emphasis escaping from the pot like steam.

LEARNING EXPERIENCES

WEEK NUMBER ONE

LESSON NUMBER ONE (Forty minutes)

- Introduction to design, definition of design
- Read page three, Art in Everyday Life
- Read page two, Costume Selection

- Filmstrip, Historical Highlights and Contemporary Clothes
- Discuss the filmstrip in regard to design

LESSON NUMBER TWO (Forty minutes)

- Definition of structural design and requirements of good structural design.
- Show pictures on the overhead projector of examples of good structural design
- Have the class analyze these together in regard to the four requirements of good structural design

LESSON NUMBER THREE (Forty minutes)

- Definition of decorative design, different types
- Show charts of examples of decorative design
- Brainstorming-discussion by the class - when decorative design should be used and where

LESSON NUMBER FOUR (Eighty minutes)

- Review of structural and decorative design
- Students design two outfits illustrating good structural design and two outfits showing good decorative design

ASSIGNMENT: Bring to class five pictures illustrating structural or decorative design in objects other than clothing.

WEEK NUMBER TWO

LESSON NUMBER FIVE (Forty minutes)

- Film, Optical Illusion
- Definition of line in costume
- Chart, "Line-Wise in Design-Wise"

LESSON NUMBER SIX (Forty minutes)

- Show charts of the eight lines in costume
- Show examples of costumes illustrating different lines and have the students discover which costume represents which line
- Show pictures in Art and Everyday Life, page 80, effects of horizontal and vertical line movements upon the figure
- Give out sheets "Remember the Flattering Diagonals"

ASSIGNMENT: Analyze yourself in regard to figure and state which lines would be most becoming to your figure.

LESSON NUMBER SEVEN (Forty minutes)

- Panel discussion on the relation of costume to personality and the psychological effect of clothes

LESSON NUMBER EIGHT (Eighty minutes)

- Transparencies, Your Silhouette is Showing
- Girls design four costumes, two illustrating vertical illusions, and two illustrating horizontal illusions

WEEK NUMBER THREELESSON NUMBER NINE (Forty minutes)

- Filmstrip, Introduction to Colour
- Discussion of filmstrip
- Charts on the Prang colour wheel and on colour schemes
- Charts on examples of colour schemes in costume
- Pictures of colour schemes in costume

LESSON NUMBER TEN (Forty minutes)

- Through the use of fabric collars have the girls discover which colours are becoming to them, and which is the most important thing to consider

when choosing a fabric for colour-hair, eye, or skin colouring.

-Girls analyze each other in regard to skin, hair and eye colour-

ing and make a chart on the becoming colours for each colour

type. ASSIGNMENT: Analyze your wardrobe, find out what your basic colour is.

LESSON NUMBER ELEVEN (Forty minutes)

-Lesson on texture

-Filmstrip, How to Select Fabrics for Garments

-Give students samples of fifteen fabrics and have them analyze

them as to the effect upon apparent size and the type of pattern

suitable for each fabric.

LESSON NUMBER TWELVE (Eighty minutes)

-Guest speaker-a local fashion model to speak on choosing clothing and colours to suit the individual

-Question period

ASSIGNMENT: Girls design one outfit for themselves-state colour and fabric

WEEK NUMBER FOUR

LESSON NUMBER THIRTEEN (Forty minutes)

-Overhead transparencies on harmony, balance, proportion, emphasis, and rhythm

-Discussion of the principles of design

LESSON NUMBER FOURTEEN (Forty minutes)

-Lesson on the principles of design

LESSON NUMBER FIFTEEN (Forty minutes)

-Guest speaker, a buyer of teenage clothing in a local store to

speak on fashion trends.

LESSON NUMBER SIXTEEN (Eighty minutes)

-ASSIGNMENT (to be started in class today)

The student is given a picture of a girl, a list of her measurements, her height, and a brief personality analysis. Design a fall wardrobe considering the elements and the principles of design. Include a winter coat, two school outfits, one church outfit, two casual outfits, and one party dress. Name the colour and the fabric for each outfit. List the basic colour for the wardrobe. Try to mix and match outfits, considering the limited budgets of most school girls. This assignment is due three weeks from today.

LESSON PLAN

This is a sample plan for Lesson Six. The time is a forty minute period. On the previous day the students saw the filmstrip "Optical Illusion". They were given a definition of line in costume and we also looked at the chart "Line-Wise in Design-Wise".

OBJECTIVES FOR THIS LESSONGENERAL

1. An understanding that the apparent size of an individual is influenced by the line in the clothes they wear.
2. An understanding and appreciation of the functional purpose of design.
3. An understanding of the psychological influence of line.

SPECIFIC

1. Given a group of fifteen pictures of clothing, the student can draw the line in costume which each of these represents.
2. After a discussion on line, the student will be able to analyze her own figure and describe which lines would be most becoming to her and why.

3. Given five pictures of clothing the student will be able to state in writing the primary psychological effect each one conveys to her.

4. Given a list of five figure problems, the student can describe in writing one way of camouflaging each problem through the effective use of line in costume.

MAIN CONCEPT: Line

GENERALIZATIONS:

1. Line in costume is that which the eye first sees when viewing an outfit.

2. Lines create optical illusions.

3. Lines which lead the eye up and down, forming a vertical illusion make a person look taller and/or thinner than they really are.

4. Lines which lead the eye across forming a horizontal illusion, make a person look shorter and/or fatter than they really are.

5. Vertical lines may suggest dignity, strength.

6. Horizontal lines may suggest rest, repose.

7. Diagonal lines may suggest excitement, confusion, sophistication.

LESSON

1. Begin the lesson by asking for definitions of line, and the different effects of line in costume. (Review from the previous day)

5 minutes

2. Show charts on the eight lines in costume, and explain these.

5 minutes

3. Show the class pictures of costumes representing the eight different lines. Have the students decide which costumes represent which lines and discuss these. (Discovery) 15 minutes

4. Show the picture page 80 Art in Everyday Life, two women the same height and the same weight and the effects of two different costumes on their apparent size. 2 1/2 minutes

5. Give out sheets "Remember the Flattering Diagonals".

2 1/2 minutes

6. Discuss what effects different lines have upon the student. Summarize these on the blackboard. 10 minutes

ASSIGNMENT: Analyze yourself in regard to figure and state which lines would be most becoming for you, and give your reasons. Due next class.



TO PICK THE PERFECT PATTERN—

REMEMBER THE FLATTERING DIAGONALS

Too often the flattering effect of diagonal lines on the figure is forgotten. It shouldn't be. Diagonals are so versatile. They can make you seem taller or shorter, thinner or stouter and at the same time give you a graceful, well-groomed look.



A

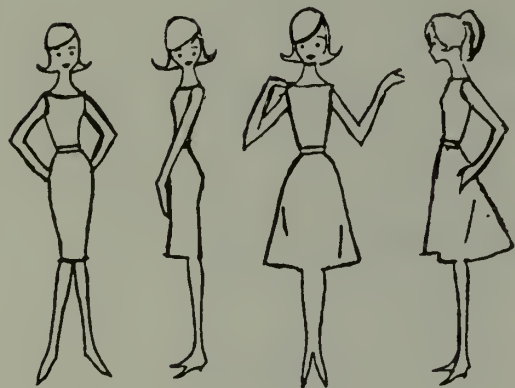


B



C

If you study the rectangles A, B, and C you can quickly see that the direction the diagonal takes influences the size and shape of the rectangle. Isn't it amazing how much taller and thinner rectangle A seems than B? And B looks taller and thinner than C. When you apply this principle of optical illusion to clothes with V necklines, surprise closings, and flared skirts, it is easy to anticipate the effect they will have on the figure. What do you think happens when you wear lots of petticoats?



Because of the lovely flowing quality of the diagonal, it is often called a transitional line, bridging the gap between the vertical and the horizontal. This makes it possible to use this line to smooth out unsightly bumps, such as large hips or a prominent derriere. If this is difficult to believe, just look at the figures shown here. Don't you agree that it is better to camouflage the silhouette than to reveal it?



Another thing to remember about diagonals is that the skirt with the slight flare is the most graceful, not only when you are standing or sitting down, but when you are walking and running. You know how short, slim skirts are always riding up over your knees giving you an awkward look, and full skirts are dragging on the floor destroying that well-groomed look. It is the skirt with the slight flare that is perfect for the Sew-Set in the "Jet" age. Just try it and you will agree.

HOW'S YOUR "LINE" I.Q.?

Many attractive designs are shown on this page. Fill in the spaces with the pattern numbers you would choose if you wanted:

- to appear taller_____
- to appear shorter_____
- to appear thinner_____
- to appear stouter_____
- to camouflage large hips_____
- to camouflage a prominent derrière_____
- to camouflage a tummy bulge_____
- to look graceful when you are running_____
- to look well-groomed when you are sitting down_____



5600



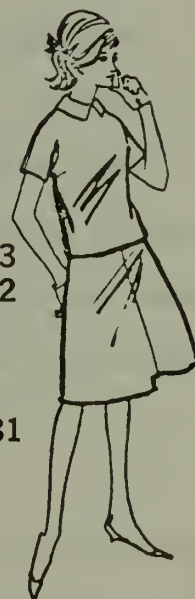
5657



5558



5753
5792



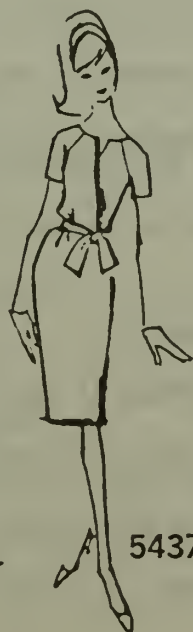
5381



5632



5593



5437



5725



5753
5792

5381

Example available from:

ed in U.S.A. McCall's Patterns' Educational Service 230 Park Avenue, New York 17, New York

TSS-7

CLOTHING AND TEXTILES TWENTYTEST ON DESIGN UNIT

TOTAL MARKS: 50

TIME: 50 MINUTES

NAME: _____

1. Define the following words:

- A. Design
- B. Line
- C. Analogous colour scheme
- D. Texture
- E. Stylized design

VALUE: 5

2. Mary is five feet tall, weighs 120 pounds, has brunette hair, brown eyes, and a fair complexion. In an essay describe what clothes styles, colours and textures would be suitable for Mary's fall wardrobe.

VALUE: 18

3. Circle the best answer from the choices given.

A. Structural design is:

- a. the size, form, texture and colour of an object
- b. a design representing something natural, but distorted
- c. Surface enrichment of decorative design
- d. none of the above.

VALUE: 10

B. A monochromatic colour scheme is:

- a. two hues next to each other on the colour wheel
- b. two hues opposite each other on the colour wheel
- c. one hue varying in value and intensity
- d. one hue with the two hues in either side of it's complement

- C. For a garment to be considered beautiful it must have:
- a. beading, sequins, or some other form of decoration
 - b. individuality
 - c. an interesting design
 - d. good structural design
- D. Harmony in design may be:
- a. a predominance of curved lines
 - b. a predominance of straight lines
 - c. exact repetition of lines
 - d. all of the above
- E. Good structural design must:
- a. be used in moderation
 - b. be used at structural points
 - c. have a predominance of curved lines to suit the body
 - d. all of the above
- F. Fabrics which tend to increase your apparent size are:
- a. stiff, dull, closely spaced prints
 - b. heavy, shiny fabrics
 - c. stiff dull crepes
 - d. opaque sheers
- G. Decorative design is added:
- a. to cover up flaws in construction of a garment
 - b. to make a garment more expensive looking
 - c. to add interest to a design
 - d. all of the above
- H. In choosing a becoming colour:
- a. the colour of your hair is most important
 - b. the colour of your skin is most important
 - c. the colour of your eyes is most important

- d. all are equally important
- I. It is hard for most people to wear the colour:
 - a. black
 - b. pale pink
 - c. bright yellow
 - d. red
- J. The primary colours are:
 - a. red, white and blue
 - b. orange, violet, and green
 - c. white, black and grey
 - d. yellow, red, and blue
- 4. Answer true or false. Correct the false statements. VALUE: 7
 - A. All objects have stylized design. _____
 - B. Persons with blue eyes may accent the colour of their eyes by wearing a shade of blue less vivid than their eyes. _____
 - C. Naturalistic design is the best choice for children's clothing. _____
 - D. Colours at the top of the colour wheel are considered warm or advancing colours. _____
 - E. Buttons and bows should not be used on a garment unless they are functional or appear to function. _____
- 5. In a paragraph describe briefly how individuality may be obtain-

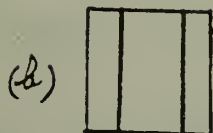
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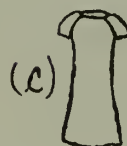
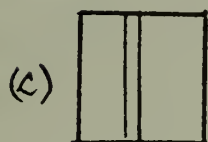
VALUE: 5

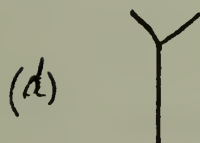
6. Match the lines with the appropriate dress.

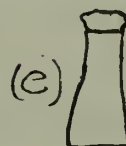
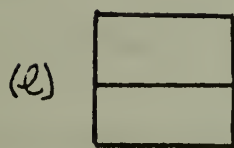
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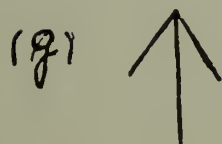












VALUE: 5

ANALYSIS ON THE TEST ACCORDING TO BLOOM'S TAXONOMY

<u>1. KNOWLEDGE</u>	<u>PERCENTAGE</u>
Questions 3 A, B, C, D, G, J, 4 A, D, E	20%
<u>2. COMPREHENSION</u>	
Questions 1, 5	20%
<u>3. APPLICATION</u>	
Questions 3 E, F, H, I 4 B, C	14%
<u>4. ANALYSIS</u>	
Question 6	10%
<u>5. SYNTHESIS</u>	
None	0%
<u>6. EVALUATION</u>	
Question 2	36%
	<hr/>
	100%

TEACHER BIBLIOGRAPHY

Harriet and McJimsey, *Costume Selection*, McAlinsh and Company,
Toronto 5, Ontario

Goldstein, Harriet and Vetta, *Art in Everyday Life*, fourth edition,
MacMillan Company, 1964.

STUDENT BIBLIOGRAPHY

Goldstein, Harriet and Vetta, *Art in Everyday Life*, fourth edition,
MacMillan Company, 1964.

Graves, Maitland, *The Art of Colour and Design*, McGraw-Hill Company,
Inc., 1951.

Lindbeck, John R., *Design Textbook*, General Publishing Company, Ltd.,
1963

Scott, Robert Gillam, *Design Fundamentals*, McGraw-Hill Co. Inc., 1951

Evans, Millicent E.G., *Dress Designing*, Evergreen Press Ltd. Vancouver
15, British Columbia, 1962

Morton, G.M., *The Arts of Costume and Personal Appearance*, General
Publishing Company

CHAPTER TWELVE
COMMUNITY RESOURCES

Quite often, specialists in certain fields can communicate a message to students more effectively than can the teacher herself. Also, when a teacher feels she needs more information than she already possesses, she may wish to consult a specialist in a particular subject. In both cases, good use can be made of community resources. Every individual teacher will have to investigate the community resources available to her and evaluate them in terms of use. Students should be trained to develop confidence in making contacts in interviewing and in showing appreciation.

No possible source should be overlooked. The resources mentioned here are only a guide; the ingenious teacher and student may see many other possibilities for the use of community resources in the classroom.

Some possibly available community resources are:

Calgary Power	A.T.A. Library
Bank personnel	Government Agencies (e.g., Food and Drug Directorate)
Packing plant tours	Television
Industrial tours	Radio
Department of Public Health	Newspaper
Public Health Nurse	Magazine
District Home Economist	Family and the home
Qualified store personnel	Other schools
U. of A. Extension Library	
U. of A. Personnel	
Home Economics Supervisors	
Home Economics Specialist Council (A.T.A.)	

CHAPTER THIRTEEN

SAFETY IN THE HOME ECONOMICS ROOM

Students should be encouraged to develop positive attitudes toward safety in laboratory procedures and exercises as well as in the handling and use of equipment. It is the responsibility of the teacher to give adequate instructions in the use and care of tools and equipment. Meaningful explanations should accompany precautionary measures taken to prevent accidents at the beginning of each term.

Areas of concern may be:

1. Individual safety:

- a. proper clothing - avoid extra-long sleeves, scarves, dangling jewelry
- b. grooming - long hair under control
- c. spills - prevent slippery floors
- d. clean up - care in handling sharp knives, forks, and glass in dish water
- e. laundry - care in use of wringer washers
- f. electrical equipment - avoid wet hands, pulling on plug-in cords
- g. sewing machines - careful placement of pins to avoid breaking with flying pieces
- h. climbing and/or over-reaching for equipment

2. Class safety:

- a. Fires from hot fat or wax
- b. Directional position of handles of pots and pans on stoves or counters.
- c. Provision for and use of hotpads, potholders, and cooling racks.
- d. Knowledge of fire drill procedures.

Fire extinguishers and first aid kits should be ready at all times.

Check school administration for policy regulations regarding:

- a. giving students headache remedies such as Aspirin.
- b. repair of electrical or other equipment.

Concern for safety in the Home Economics laboratory is of vital importance because of:

1. the inherent danger in handling hot foods, electrical equipment, sharp tools, detergents, cleaning fluids,
2. moral responsibility of both teachers and administration to provide the safest possible environment and program of instruction for students.
3. the possible legal liability of both teacher and administration if an accident should happen to a student while taking part in a laboratory activity.

Should an accident occur, no matter how minor, take the following steps:

1. contact the principal at once.
2. make a report of the accident, giving specific details make two copies, one for the principal and one for your records.
3. investigate the cause of the accident and take remedial action to prevent a recurrence.

The best way to treat an accident is to prevent it. Check teacher coverage under the Workmen's Compensation Board. A comprehensive study of Safety has been published by the Industrial Arts and Vocational Education Council. In it are many items which could apply to Home Economics. The title is "SAFETY". It may be purchased from the ATA, Barnett House, Edmonton.

CHAPTER FOURTEEN

PUBLIC RELATIONS

Individual awareness of public relations and individual effort to build better public relations for home economics education is the key to implementing the new home economics program. Its strength and effectiveness will depend to a large degree on the understanding and support it receives from the school, the community and the home. Implementation will be more possible if the program is understood, if it meets the expectations of the public and if it reflects the basic beliefs of our society. Therefore, measures should be taken for effective interpretation. At the same time information on the essential role of the home economist at all levels of education should be available.

Since verbal public relations is vital, the first step in fostering an improved attitude in the public is to examine the closest contacts and then expand them further. Teachers outside the department and other school personnel are a very important public because of their many dealings with individuals in the school and community. They should be kept informed so that their information on home economics is up to date. The next contact is the community. Select a community program and get to know the key people. By working with them, one could influence their understanding of the subject of Home Economics. Implementation and support will be more possible when such leaders can understand the curriculum. Close relationships with the home should be fostered through contacts with parents at home and school.

Furthermore, by using key personnel of the mass media like television, radio, and newspapers, one can cultivate a wider audience.

There are, however, means of publicizing home economics in the community. Flyers or hand out materials, displays and exhibits provide excellent opportunities for informing the public. Therefore, it is important that we teachers look at the program and the school in relation to the home and the community because these exert a very real influence on the way in which a program is accepted.

CHAPTER FIFTEEN

PROFESSIONALISM AND CAREER OPPORTUNITIES

To keep up with new developments teachers may wish to join a professional organization such as one of the following:

1. Alberta Teacher's Association Home Economics Subject Council - \$5.00 Write to: Alberta Teacher's Association Home Economics Council
Barnett House
11010 - 142 Street
Edmonton, Alberta

- 2 professional journals and 3 newsletters are published each year

- publications available are: Junior Miss Cookbook - \$2.25
Visual Masters - \$2.00
Home Economics Cues - .50
each or \$2.00 a set
(Part 1 - IV)

2. Alberta Home Economics Association jointly combined with one of the following local associations - Edmonton, Calgary, Grande Prairie, or Lethbridge - \$10.00. For further information write

to: General Secretary
Alberta Home Economics Association
Box 1052
Calgary or Edmonton
Alberta

3. Canadian Home Economics Association - \$25.00 - Write to:

General Secretary
Room 901
151 Slater Street
Ottawa 4, Ontario

4. Alberta Registered Dietitians Association - For further

information write to:
Executive Secretary
Canadian Dietetic Association
1393 Yonge Street, Suite 215
Toronto 7, Ontario

CAREER OPPORTUNITIES IN HOME ECONOMICS

Specialized training from a community college or a degree from a university leads to work opportunities in many fields, including:

- secondary or elementary school teaching
- pre-school education
- dietetics in hospitals or commercial kitchens
- food demonstration and/or food supervision
- interior decoration
- extension home economists (Department of Agriculture)
- nutrition (Department of Health)
- home service representatives of utility or food processing companies
- dress design or dressmaking
- journalism
- free lance consulting
- food photography
- social work
- consumer market research
- food and textile laboratory technician
- T.V. or radio commentating
- research in food, textiles, family relations
- family counselling
- youth organizations (Department of Youth.)

Filmstrips on careers:

Careers in Home Economics, \$4.00, NFB
 Exciting Careers in Home Economics, Canadian Home Economics Association
 Careers in Home Economics, H.J. Heinz

CANADIAN UNIVERSITIES OFFERING HOME ECONOMICS

ALBERTA

1. University of Alberta, Edmonton, Alberta
 - 4 year B. Sc. in Home Economics. Degree in one of 3 majors - Clothing and Textiles, Family Studies, or Food and Nutrition.
 - M. Sc. in Clothing and Textiles, Family Studies, or Foods and Nutrition
 - Doctorate in Foods and Nutrition
 - 4 year B. Ed. degree with Home Economics specialization.
2. British Columbia

University of British Columbia, Vancouver, B.C.

 - 4 year B.H.E. degree in either Family Sciences or Human Nutrition.
 - 5 year B.H.E. degree in Education
 - M. Sc. offered.
3. Saskatchewan

University of Saskatchewan, Saskatoon, Saskatchewan

 - 4 year B.S. H. Ec. degree in one of the 5 majors - Clothing and Textiles, Dietetics and Nutrition, Food Science, Home Management, or Housing and Design.
 - M. Sc. offered.

4. Manitoba

University of Manitoba, Winnipeg, Manitoba

-4 year B.H. Ec. degree with 4 options - Foods and Nutrition, Clothing and Textiles, Family Studies or General.

-M. Sc. offered.

-4 year B. I. D. (Bachelor of Interior Design) from the Faculty of Architecture.

5. Ontario

University of Guelph, Guelph, Ontario

-4 year B.H. Sc.

-M. Sc. offered.

-Doctorate in Family and Consumer Studies.

University of Ottawa, Ottawa, Ontario

-4 year B.A. (Home Economics and Dietetics and Nutrition)

University of Toronto, Toronto, Ontario

-4 year B.A., M.A., and Doctorate (Dietetics and Nutrition).

University of Western Ontario, London, Ontario

-4 year B.A.

University of Windsor, Windsor, Ontario

-3 year B.A.

Ryerson Polytechnical Institute, Toronto, Ontario

-4 year degree in Interior Design

6. Quebec

Marianopolis College, Montreal, Quebec

-B.A.

MacDonald University, Montreal, Quebec

-B. Sc.

Université de Laval, Quebec City, Quebec

-B.A. (Dietetics and Nutrition)

Université de Montréal, Montreal, Quebec

-4 year B.A. and M.A. (Dietetics and Nutrition)

7. New Brunswick

Mount Allison University, Sackville, New Brunswick

-B.A.

Université de Moncton, Moncton, New Brunswick

-4 year B.A.

8. Nova Scotia

Acadia University, Wolfville, N. S.

-B. Sc.

Mount St. Vincent University, Halifax, N. S.

- 4 year B. Sc. in Home Economics

9. Prince Edward Island

Prince of Wales College, Charlottetown, P.E.I.
-B. Sc.

COMMUNITY COLLEGES AND RELATED INSTITUTIONS1. Alberta

Alberta Agricultural and Vocational Colleges

- Fashion Merchandising Technology (64 weeks, Olds College)
- Home Economics Demonstrator Technology (2 years, Vermilion College)
- Food Technology (2 years, Vermilion College)
- Textile and Design Technology (2 years, Vermilion College)
- Home Economics Certificate (8 months, Vermilion College)

Northern Alberta Institute of Technology, Edmonton

- Dietary Technology (2 years)
- Commercial Cooking (2 years)
- Commercial Baking (1 year)
- Host-Hostess (12 weeks)

Southern Alberta Institute of Technology, Calgary

- Dietary Service Technology (2 years)
- Commercial Cooking (2 years)
- Commercial Baking (1 year)
- Short Order and Specialty Cooking (1 year)

Mount Royal College, Calgary

- Interior Design and Architecture (2 years)
- Social Service (2 years)

2. British Columbia

Vancouver City College, Langara, Vancouver

- Early Childhood Education (1 year)
- Food Services Technician (2 years)

3. Saskatchewan

Saskatchewan Institute of Applied Arts and Sciences, Saskatoon

- Food Service Technology (2 years)
- Commercial Cooking (38 weeks)
- Baking (12 weeks)
- Fast Food Preparation (12 weeks)

4. Manitoba

Manitoba Institute of Technology, Winnipeg

- Early Childhood Education (2 years)

5. Ontario

Algonquin College, Ottawa

- Early Childhood Education (2 years)
- Food Technology and Processing (3 years)

Cambrian College, North Bay

-Food Technology and Processing (2 and 3 years)

Cambrian College, Sudbury

-Food Technology and Processing (2 and 3 years)

Cambrian College, Sault St. Marie

-Food Technology and Processing (2 and 3 years)

Centennial College, Scarborough

-Early Childhood Education (2 years)

-Fashion (3 years)

-Food Technology and Processing (2 and 3 years)

-Home Economics (3 years)

Centralia College, Huron Park

-Home Economics (2 years)

Confederation College, Fort William

-Early Childhood Education (2 years)

Conestoga College, Kitchener

-Early Childhood Education (2 years)

-Food Technology and Processing (2 and 3 years)

Sheridan College, Brampton

-Design (2 years)

-Fashion (2 years)

Ontario College of Art, Toronto

-Design (3 years)

Durham College, Oshawa

-Early Childhood Education (2 years)

Fanshaw College, London

-Early Childhood Education (2 years)

Humber College, Etobicoke

-Early Childhood Education (2 years)

-Fashion (3 years)

-Food Technology and Processing (3 years)

-Home Economics (3 years)

Lambton College, Sarnia

-Early Childhood Education (2 years)

Mohawk College, Hamilton

-Early Childhood Education (2 years)

-Textile Technology (3 years)

Niagara College, Welland

-Early Childhood Education (2 years)

Seneca College, Willowdale

- Early Childhood Education (2 years)
- Fashion (2 years)
- Food Technology and Processing (2 years)

Sir S. Fleming, Peterborough

- Early Childhood Education (2 years)
- Fashion (3 years)
- Food Technology and Processing (3 years)
- Home Economics (3 years)

George Brown, Toronto

- Food Technology and Processing (2 years)

Kemptville Agricultural College, Kemptville

- Home Economics (2 years)

Georgian College, Sudbury

- Interior Design (2 years)

Ryerson Polytechnical Institute, Toronto

- Early Childhood Education (3 years)
- Fashion (3 years)
- Food Technology and Processing (3 years)
- Home Economics (3 years)

St. Clair College, Windsor

- Food Technology and Processing (3 years)

St. Lawrence College, Kingston

- Early Childhood Education (2 years)
- Fashion (3 years)
- Food Technology and Processing (3 years)
- Home Economics (3 years)

St. Lawrence College, Cornwall

- Early Childhood Education (2 years)
- Fashion (3 years)
- Food Technology and Processing (3 years)
- Home Economics (3 years)

6. Other Canadian Schools

- a. Catnoir Capponi - Technical School of Dress Designing and Dress Making, Montreal.
- b. Galasso School of Fashion Design, Toronto
- c. ABC Dress Designing School, 4009 Cambie Street, Vancouver, B.C.

7. Non-Credit courses Offered in Alberta by:

- a. Department of Extension
Corbett Hall
The University of Alberta
Edmonton, Alberta

- b. Department of Agriculture Home Economists in Individual Regions
- c. Edmonton Association of Continuing Education and Recreation
Extension Services, Edmonton Public Schools
10010 - 107A Avenue
Edmonton 17, Alberta
- d. Grant MacEwan Community College
10046 - 101A Avenue
Edmonton, Alberta
- e. Courses are also offered to the public through organizations such as the YWCA, YMCA, Parks and Recreation but not for credit.

CHAPTER SIXTEEN

TEACHER CHECK-LIST FOR SELF-EVALUATION

The following questionnaire is included in order to give the teacher some stimulus for self-evaluation in the implementation of the curriculum. This is not a check list to measure performance, but rather a means by which the teacher can assess suggested standards by which to be guided.

Teacher check list for self-evaluation.

	Strength	Adequacy	Weakness
1. Are the learning experiences planned around the concepts to be learned and organized in a sequence that will produce the desired behavioral changes?			
2. Do the students have an opportunity to choose and develop learning experiences to fit their individual needs, interests and abilities with the teacher acting as a guide?			
3. Does the program provide a setting in which the adolescent is understood and one in which he may experience success leading to a positive concept of self?			
4. Are the intended learning outcomes clear to both students and teacher?			
5. Are the classroom experiences relevant and realistic so that students can transfer the learnings into real-life situations at home and in the community?			
6. Is there an opportunity for students to use problem-solving techniques and the inquiry process in order to stimulate critical thinking?			
7. Are the choices of activities which lead to the intended goals within the scope of achievement for this age group?			
8. Do the activities produce the expected satisfaction?			

	Strength	Adequacy	Weakness
9. Are the generalizations arrived at through the cooperation of teacher and students consistent with the general objectives set out in the curriculum?			
10. Do the planned learning experiences prepare the student to live effectively in a changing world?			
<u>INSTRUCTIONAL STRATEGIES</u>			
1. Is the program content oriented to the concept approach?			
2. Does the teacher study the background and abilities of her students in order to place emphasis on the most suitable concepts for the group?			
3. Does the teacher use a check list or pre-test to establish where the student needs to begin new learnings?			
4. Does she make wise choices of concepts for the age group?			
5. Does the teacher organize carefully for long range plans and weekly plans in order to make maximum use of students' time?			
6. Are the planned experiences developed within limitations of the time allotted?			
7. Is the program managed within the financial limits that are prescribed?			
8. Does the teacher employ a variety of techniques to encourage student-motivated projects?			

INSTRUCTIONAL STRATEGIES (Cont'd)		Strength	Adequacy	Weakness
9.	Does the activity give the student freedom for creative experiences?			
10.	Does the teacher vary the approaches to instruction, e.g., large discussion, small discussion independent study and laboratory activities team teaching problem solving, inquiry and discovery role play use of media and others			
11.	Does the Instructional skill in the classroom exert a favorable influence on values and attitudes of the students?			
12.	Is the student directed to discriminate between fact and opinion?			
13.	Does the teacher use question techniques skillfully?			
14.	Does she check periodically with the cooperation of students in order to pace the program? (time management)			
15.	Is there a good variety of resource material used?			
16.	Is there an attempt to co-ordinate with other subjects in a team teaching situation where the opportunity is available?			
17.	Is the student encouraged to continue worthwhile experiences outside the classroom to reinforce concepts, and apply them to daily living?			

INSTRUCTIONAL STRATEGIES (Cont'd)

	Strength	Adequacy	Weakness
18. Is there an attempt to encourage a good communication with the parents and community?			
19. Is there a provision for the student's growth in decision making and other aspects of democratic living in the classroom activities?			
20. Are selected facts organized in order to produce useful generalizations?			
21. Does the teacher use various ways of evaluating students within the sole range of student learning, as they make continuous progress towards their goals, e.g., samples of achievements, teacher observation, practical tests, subjective tests, objective tests, and others?			
22. Have the student and the class achieved the goals they first set out to achieve?			
23. Does the organization of learning experiences give a balance among the three main areas of content in the Junior High programmes, namely, Food and Nutrition, Clothing and Textiles, Modern Living.			
24. Are the key concepts in each area covered sufficiently?			

CHECK LIST FOR INSTRUCTIONAL STRATEGIES

How well do you, the teacher, provide for the inclusion of approaches and opportunities in the following areas: -

HUMAN DEVELOPMENT	MANAGEMENT	VALUES	FLEXIBILITY	RELEVANCE	METHODS AND TECHNIQUES
Attempt to Develop positive attitudes	Decision- making Organized planning	Level of instruction influences values: - -Freedom of choice -live with that choice	Open-minded approach Student- oriented goals --freedom with control and responsibility	Choices of activity to fit the need Meaningful to students	Variety Content guided by <u>Concept Approach</u>
Personal worth	1) Long range 2) Weekly 3) Pacing				Motivation of students
responsibi- lity	Time-Table adjustment	Ability to distinguish between opinions and facts	Variety of activities	Reasonable goals within scope of modern education	Discussion 1. Large Discussion 2. Small Discussion
mutual respect	Financial limits	Accountability	Creative experiences	is the concept transferable to home situation	Independent studies Laboratory activities
initiative	Range of difficulty for Age Group	Consistent judgment	Co-ordination and team teaching when suitable		Provision for: - Transfer of concept to life situations
confidence	Continuity	Level of quality acceptable to individual			
critical thinking					

Check List for Instructional Strategies (Cont'd)

HUMAN DEVELOPMENT	MANAGEMENT	VALUES	FLEXIBILITY	RELEVANCE	METHODS AND TECHNIQUES
self- direction individual differences freedom creativity	Integration Management of one's personal self Student's participation in plans Co-ordination with other subject areas Contact with community	Teacher values not imposed on students	Guiding stu- dents to useful conclusions		Other approaches -Questions:- low level high level -Inquiry -Problem-solving -Drama--role play Resource (wide scope) 1. Materials 2. People Field Trips Use of Analysis and Synthesis

CHAPTER SEVENTEEN

STUDENT TEACHER EVALUATION

OBSERVATION SCALE FOR THE EVALUATION OF TEACHING IN HOME ECONOMICS

INSTRUCTIONS:

1. Use the following key for indicating the student position for that category:

0	No observation
1	Inadequate
2	Below average
3	Average
4	Above average
5	Excellent

2. The scores of this observation sheet are not intended to be TOTALLED, but have been organized for the sole purpose of assisting the student teaching team. It should aid the beginning teacher to formulate ideas toward the self-concept.

ACKNOWLEDGEMENTS:

Gritzmacher, Joan E. "Evaluation of Student Teaching in Home Economics" Ph. D. Dissertation, Ithaca, New York: Cornell University, 1967.

No observation 0	Inadequate 1	Below Average 2	Average 3	Above Average 4	Outstanding 5	Rating
I PREPARATORY EFFORTS:	(1) Lacks detailed planning; does not organize lesson; lesson plans are incomplete	does some detailed planning; tends to use general outline rather than detailed plans; organization is usually complete	does detailed planning organizes content effectively; lesson plans are rarely incomplete			
	(2) overlooks pre-planning for time organization and/or makes unrealistic estimate of time needed for each activity	establishes a time plan for lesson but it is not always satisfactory	adequately pre-plans general timing of lesson parts			
	(3) is not concerned with objectives or is concerned with her objectives and with imposing them on pupils	objectives are comprehensive but are not always important nor stated in pupil behavioral terms	objectives are comprehensive and expressed in pupil behavioral terms			

No observation 0	Inadequate 1	Below average 2	Average 3	Above average 4	Outstanding 5	Rating
	(4) does not plan leading questions to lesson	plans questions to involve pupils in learning	plans well thought through questions to motivate pupil discussion			
	(5) plans too many experiences to fit into period or only one; learning experience often does not develop concept in depth	utilizes a few learning experiences; choice of experience not always appropriate	plans a variety of experiences by which learning can be achieved			
	(6) plans to have pupil involved in only one activity during class or cannot move students along so that activity can be changed	usually plans activities of varying nature to change pace during class period	recognizes and plans for a change of pace during a class			

No observation 0	Inadequate 1	Below Average 2	Average 3	Above Average 4	Outstanding 5	Rating
	(7) considers general learning experience not details; plans activities that have little relationship to each other	plans learning experiences that usually increase from the simple to the complex and broad	thoroughly plans each learning experience and each builds on the former			
	(8) constructs haphazard evaluation devices; on paper and pencil tests uses "recall" type items exclusively	plans evaluative techniques carefully but some inadequacies emerge	evaluation procedures are carefully thought through and measure pupil growth adequately			
	(9) presents skimpy content; does not develop generalizations or attempts to develop too many; does not emphasize important points; superficial development of subject	usually presents adequate content for period; does not always develop generalizations to their fullest	lesson is comprehensive; focuses on a few generalizations which are developed in depth			

No observation 0	Inadequate 1	Below average 2	Average 3	Above average 4	Outstanding 5	Rating
	(10) unconcerned about familiarizing herself with subject about which she knows little	makes an attempt to search out information to teach unfamiliar subjects	conscientiously prepares self to teach unfamiliar material by reading, visits, and observations			
	(11) materials are neither handy nor arranged in good order	has the minimum number of materials on hand or prepares them as they are needed during class	has necessary and appropriate materials readily available			
2 TEACHING SKILLS	(12) does not provide any motivation at beginning of period or attempts at motivation fail; does not gain attention and cooperation of pupils	commonly utilizes an interest approach which tends to be ordinary; occasionally exhibits creative effort in motivation; has some success motivating pupils	provides initial stimulus that is creative and pertinent to the topic; captures pupil attention and interest			

No observation 0	Inadequate 1	Below Average 2	Average 3	Above Average 4	Outstanding 5	Rating
	(13) threatens pupils in an attempt to motivate them; does not expect pupil self motivation	provides initial and occasional stimuli thereafter to motivate pupils, occasionally allows pupils to put their ideas into action	provides continual stimuli during class to motivate pupils and encourage them to carry through their own ideas			
	(14) exhibits concern over subject matter but not whether pupils understand it; does not clarify points	attempts largely by repetition to explain content that pupils do not comprehend	when content is not understood, goes over it again in a different way; clarifies statements			
	(15) changes method little or not at all during period or plans too many activities to fit into period; or cannot move pupils along so that activity can be changed; individual activities incongruent with respect to total	plans and utilizes a few meaningful learning experiences during a period; choice of experience not always the best; provides different kinds of activities for change of pace	provides varied meaningful activities to develop principles presented; provides change of pace during period			

No observation 0	Inadequate 1	Below average 2	Average 3	Above average 4	Outstanding 5	Rating
	(16) does not attempt to provide enough prior information or experience; pupils are not likely to transfer ideas and practices to the home	occasionally provides experiences in the classroom that can be carried over	provides realistic learning experiences so that pupils can actively transfer learnings			
	(17) asks vague questions; minor not "meaty" ones; does not utilize lead-in questions or confines questions to items or fact pupils may remember	utilizes some stimulating and some dull questions; some require more teacher development	has lead, thought provoking, suitable-to-the-lesson questions ready to ask			
	(18) lesson too fast moving and material covered too rapidly or too slow moving and interest wandering	paces lesson at adequate rate of speed	has excellent sense of pace or tempo in the lesson			

3 COMMUNICATION SKILLS:	(19) lacks enthusiasm	shows some moderate enthusiasm	radiates enthusiasm
(VOICE AND MANNER)	(20) frequent- ly mispronoun- ces words; repeats trite expressions	generally pro- nounces words correctly; vocabulary is adequate	has correct pro- nunciation; uses varied vocabulary
	(21) pitches voice at irritating level	keeps voice at pleasant level most of the time	pitches voice at pleasing level
4 RELATIONS WITH PUPILS	(22) lacks patience with pupils; shows annoyance	usually remains patient in deal- ings with pupils	displays pat- ience with pupils
5 CLASSROOM MAN- AGEMENT	(23) permits pupils with- out work to disrupt class	does not always plan interesting worthwhile act- ivities for stu- dents without work	always plans interesting, worthwhile activities ready for those tempor- arily out of work or not prepared to do the assignment

No observation 0	Inadequate 1	Below average 2	Average 3	Above average 4	Outstanding 5	Rating
	(24) has not established nor accepted a routine for care of the department; does not allow sufficient time for clean-up at the end of the period; neglects to check room and equipment at the end of the period	accepts unquestioningly pre-established routine for care of the department; tries to follow plans but occasionally forgets to reserve time for clean-up and supervision of process		has established a routine for care of the department; follows plans; sets aside definite amount of time at end of period for cleaning up checks room and equipment at end of period		
	(25) disregards safety precautions	demonstrates carelessness for safety precautions		is conscious of and provides for pupil safety; practices safe procedures		
	(26) lacks judgment in dealing with discipline problems; is threatened	sometimes loses control		meets discipline problems with confidence and self-control; displays a sense of humor in dealing with problems		

No observation 0	Inadequate 1	Below Average 2	Average 3	Above Average 4	Outstanding 5	Rating
6 PROFESSIONAL QUALITIES:	(27) becomes upset or hostile with suggestions and criticism	usually seeks and utilizes suggestions and criticism	invites suggestions and implements them			
	(28) requests less or is unable to assume full teaching load	adequately assumes the classes allocated to her	fully assumes the teaching load assigned to her; may go beyond expected assignment			
	(29) relies excessively on CT as cannot or will not make decisions; or ignores suggestions of CT	thinks through some problems but tends to consult CT occasionally when capable of making decisions herself	consults CT for advice after considering possible solution to difficult or unusual problems; makes and abides by decisions within her jurisdiction			

CHAPTER EIGHTEEN

COURSE CO-ORDINATION

Home Economics subject matter covers the three major areas of food, clothing and shelter. The present curriculum includes the social, psychological, physiological and cultural aspects of these three areas, as well as the nature and provision of each. Actually, the home economics subject area is oriented to the content of the social and physical sciences but is used in the applied sense. Consequently, it is understandable that the major concepts included in social studies, health, guidance, home economics and other subject areas could be similar. Nevertheless the selection of sub-concepts, the objectives the teacher has for the student, and the activities undertaken will make the difference in the learning experiences that will be achieved.

For example, the concept of nutrition could appear in health and home economics. Its study in one area or the other could be from the point of view of disease or from the point of view of good health.

In order to prevent overlap in courses it can be suggested that:

- a) Home Economics teachers be aware of subject matter taught in other interest fields.
- b) That Home Economics teachers co-operate in combining subject matter with other interest fields in order to prevent needless repetition.

Home economics teachers select other sub-concepts of a major concept, not included in other subject areas.

In this way, co-ordination of programs will be more meaningful to the student and will make teaching a more rewarding career.

CHAPTER NINETEEN

SELECTED REFERENCES FOR THE TEACHER

The purpose of this bibliography is to acquaint teachers with the literature which is basic to understanding the concept approach.

Prices quoted should be considered as guidelines only. They may not reflect the actual cost at time of purchase.

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*Concepts and Generalizations:
Their Place in High School
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American Home Economics Association
1600 Twentieth Street, N. W.
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Cost: \$1.95
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*Taxonomy of Educational Objectives
Handbook I, 1956*
David McKay Co., Inc.
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B. Masia
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Development Tasks, 1965
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5. Paolucci, Beatrice and Olive Hall
*Teaching Home Economics
(Second Edition)*
John Wiley and Sons, Inc.
Toronto, Ontario
Cost: \$8.95

6. Popham, James, and Eva Baker
Establishing Instructional Goals 1970
Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough 706, Ontario Cost: \$2.75

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1970
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TX 176 A33 1972

A HANDBOOK TO ACCOMPANY THE NEW
HOME ECONOMICS CURRICULUM/

39830508 CURR HIST



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Alberta. Dept. of Education.

A handbook to accompany the
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CURRICULUM GUIDE

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